

CALIFORNIA POLYTECHNIC STATE UNIVERSITY

San Luis Obispo, California 93407

ACADEMIC SENATE

Academic Senate Agenda

Tuesday, May 24, 1988

3:00-5:00 p.m.

UU 220

FILE COPY

I. Minutes:

Approval of the May 10, 1988 Minutes (pp. 7-12).

*5.10.88
minutes
removed*

II. Communications:

- A. Materials available for reading in the Academic Senate office (pp. 3-6).
- B. President Baker's response to AS-274-88/PPC "Resolution on Academic Promotions" (pp. 13-17).
- C. President Baker's response to AS-275-88/PPC "Resolution on Tenure for Academic Employees" (pp. 18-21).
- D. President Baker's response to AS-279-88/LRPC "Resolution on Enrollment Growth..." (pp. 22-26).
- E. Summer Institute at the San Diego Supercomputer Center, August 8-19, 1988 (pp. 27-30).
- F. Memo from Levenson to Deans/Dept Heads re Symposium on Print Media and Illiteracy (p. 31).
- G. Letter from Duval to Geigle re CSU Foreign Language Baccalaureate Requirement (pp. 32-34).

III. Reports:

- A. President
- B. Academic Affairs Office
- C. Statewide Senators

IV. Consent Agenda:

V. Business Items:

- A. Resolution on Sexual Harassment Policy-Duerk, Chair of the Status of Women Committee, Second Reading (pp. 35-44a).
- B. Revised Resolution on Cheating and Plagiarism-Beardsley, Chair of the Fairness Board Committee, Second Reading (pp. 45-48).
- C. Resolution on Modification of "Application for Leave of Absence With Pay" Form-Adalian, Chair of the University Professional Leave Committee, Second Reading (p. 49).
- D. Resolution on Criteria for Approval of Leave of Absence With Pay Proposals-Adalian, Chair of the University Professional Leave Committee, Second Reading (p. 50).
- E. Resolution on Membership Requirements for School-wide/Library Professional Leave Committees-Adalian, Chair of the University Professional Leave Committee, Second Reading (p. 51).

Continued on Page Two ----->

- F. Resolution on Initial Appointments of Tenure Track Faculty-Murphy, Chair of the Personnel Policies Committee, Second Reading (p. 52).
- G. Resolution on the Distribution of Resumes During the Peer Review Process-Murphy, Chair of the Personnel Policies Committee, Second Reading (p. 53).
- H. Resolution on Consolidated Recommendations of Peer Review Committees-Murphy, Chair of the Personnel Policies Committee, Second Reading (p. 54).
- I. Resolution on the Assessment Process at Cal Poly-Lewis, Chair of the General Education and Breadth Committee, Second Reading (pp. 55-57).
- J. Resolution on Library Acquisition Funds-Colvin, Chair of the Library Committee, Second Reading (pp. 58-68).
- K. Resolution on Recommendation of Commendation-Kersten (to be distributed).

VI. Discussion Items:

VII. Adjournment:

Materials Available for Reading in the Academic Senate Office (FOB 2511)

(New reading materials highlighted in bold)

1987-88 AY	Minutes from the bimonthly meetings of the Multiple-Criteria Admissions Program Technical Study Group (Cal Poly, SLO)
June 1987	Documents/statistics/reports/etc. provided at the Student Retention Conference in June 1987
6/10/87	Correspondence from Eric Seastrand re allocation of lottery funds to the CSU and Board of Trustees' Committee on Finance Report on the Lottery Revenue Budget Process
6/22/87	Publications from the Office of the Chancellor re Teacher Education
7/14/87	CSU Committee of the Whole: New Priority Topics for 1987-88
7/28/87	Status Report #4-FY 1987/88, CSU Final Budget Quarterly Internal Report on Enrollment-Summer 1987 (Cal Poly, SLO)
July 1987	The Master Plan Renewed, Commission for the Review of the Master Plan for Higher Education
8/3/87	Quarterly Internal Report on Enrollment-Summer 1987 (Cal Poly, SLO)
Aug 1987	Subject Matter Assessment of Prospective English Teachers (CSU)
9/4/87	Capital Outlay Program 1988-89
9/15/87	Board of Trustees' Agenda, September 15/16, 1987
9/23/87	1986/87 Discretionary Fund Reports (Cal Poly, SLO)
10/12/87	Executive Review Policies and Procedures
10/20/87	Funding Excellence in Higher Education (CPEC) The State's Interest in Student Outcomes Assessment (CPEC) State Incentive Funding Approaches for Promoting Quality in California Higher Education: A Prospectus (CPEC) Assembly Bill #2016 - Higher Education Talent Development
October 1987	CPSU FOUNDATION Annual Report 1986-1987
10/28/87	State Incentive Funding Approaches (memo from Kerschner to VPAA's dated 10/28/87)
10/30/87	Organizational charts of administrative positions throughout the CSU system (CSU)
11/2/87	Academic Mainframe Computer Replacement Plan (CSU)
11/5/87	Earthquake Status Report (CSU, Los Angeles)
11/6/87	Quarterly Internal Report on Enrollment-Fall 1987 (Cal Poly, SLO)

Materials Available for Reading in the Academic Senate Office (FOB 25H)
Page Two

11/11/87	CSU Academic Performance Report 1986-87 (CSU)
11/12/87	Retreat Rights for Academic Administrators (Cal Poly, SLO)
11/16/87	Summary Notes of the President's Council Meetings (Cal Poly, SLO)
11/16/87	Status of Current Major Capital Outlay Projects (Cal Poly, SLO)
Nov 1987	Computer-Aided Productivity Center (Cal Poly SLO)
Nov 1987	Development Activities of the University Relations Division (Cal Poly, SLO)
Nov 1987	Recommendations of the Commission for the Review of the Master Plan
Nov 1987	Cal Poly IBM Specialty Center (Cal Poly, SLO)
Nov 1987	International Programs Bulletin 1987-1988 (Office of International Programs, CSU)
11/13/87	Internationalizing Undergraduate Education Conference Highlights (CSU)
11/13/87	Asilomar Retreat of the Academic Senate CSU (Nov 13-15, 1987). Summary of the Executive Committee and campus Senate chairs' meetings (Academic Senate CSU)
11/30/87	Allocation of MPPP Awards 1987-88 (number of awards to each school) (Cal Poly, SLO)
12/1/87	Summer Bridge and Intensive Learning Experience: Second Year Evaluation (CSU)
1/12/88	CSU Systemwide Full-Time Faculty by Tenure Status, Sex and Ethnicity: 1975-1987 (CSU)
Jan '88	CALIFORNIA DEMOGRAPHICS: IMPACT ON EDUCATION - CAL POLY. HAROLD HODGKINSON, A LECTURE IN CHUMASH AUDITORIUM (Video Cassette)
	CALIFORNIA: THE STATE AND ITS EDUCATION SYSTEM by Harold L. Hodgkinson (booklet)
1/14/88	Enrollment by Ethnic Categories in the California State Colleges (Cal Poly)
1/6/88	Report of the Technical Study Group on the Multiple-Criteria Applicant Selection Process (Cal Poly)
1/14/88	Statistical Abstract to July 1986 (CSU)
1/20/88	CSU IBM Academic Mainframe Speciality Center (CSU)
1/22/88	Call for Proposals for Academic Computing Enhancement Institute Project Funding (CSU)

Materials Available for Reading in the Academic Senate Office (FOB 25H)
Page Three

1/27/88	Status Report #3 - FY 1988/89 Governor's Budget (Cal Poly)
1/28/88	State Policy for Faculty Development in Public Higher Education (California Postsecondary Education Commission)
1/29/88	Foundation Financial Reports for December 31, 1987 (Cal Poly Foundation)
Feb '88	Exploring Faculty Development in Higher Education (California Postsecondary Education Commission)
2/1/88	Joint Legislative Hearing on the Master Plan (Academic Senate CSU)
2/3/88	Lottery Funding for 1988-89/General Guidelines (CSU)
1/3/88	CPEC High School Eligibility Study (Trustees of the CSU)
2/4/88	Size, Growth, and Cost of Administration at the California State University (California Postsecondary Education Commission)
2/5/88	Request for Proposals for Academic Program Improvement 1988-89 (CSU)
2/8/88	Proposal on the Performing Arts Center (Cal Poly)
2/8/88	Campus Liability Regarding Personal Property of Faculty Members (Trustees of the CSU)
2/9/88	CSU Admissions Criteria (Academic Senate CSU)
2/10/88	CPEC Study of State Incentive Funding Approaches (CSU)
2/29/88	The Teacher/Scholar Summer Institute for Faculty in the California State University, June 12-17, 1988 (CSU)
3/3/88	Memo from Kerschner to Campus Presidents re Student Suicide (CSU)
3/8/88	THE ACADEMIC PLANS: Summary of Projected Programs (CSU)
3/15/88	Initial Release of Faculty Positions for the 1988 Summer Quarter
3/21/88	Status Report #4-Analysis of the 1988/89 Budget Bill: Report of the Legislative Analyst to the Joint Legislative Budget Committee (Cal Poly)
3/23/88	Lottery Revenue Budget 1988-89 (CSU)
3/24/88	The Future of the Pacific Rim is Now: Opportunities and Challenges for the CSU (The Pacific Rim Commission of the CSU)
3/24/88	Study of Graduate Education in The California State University (CSU)
3/25/88	Modified Eligibility Indices for Admission to CSU-Executive Order No 523 (CSU)

Materials Available for Reading in the Academic Senate Office (FOB 25H)

Page Four

- 4/8/88 STATE SPENDING LIMIT (background documents relative to Propositions 71 and 72) (Cal Poly)
- 4/15/88 Teacher/Scholar: Summer Institute for CSU Faculty, June 13-17, 1988 [Conference description and application forms] (CSU)
- 4/19/88 Recommendations from the CSU Outreach and Recruitment Advisory Committee (CSU)
- April 1988 1987-88 Statistical Report, Number 3 - Enrollment by Ethnic Group, April 1988 (CSU)**

Memorandum

RECEIVED

To : A. Charles Crabb, Chair
Academic Senate

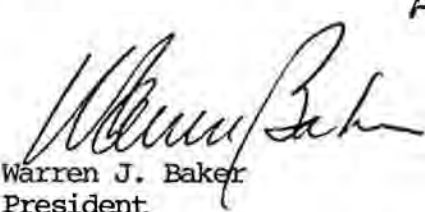
MAY 2 1988

Date : April 26, 1988

File No.: ASRES274

Copies : Malcolm Wilson
Jan Pieper

Academic Senate

From : 
Warren J. Baker
President

Subject: Resolution on Academic Promotions (AS-274-88/PPC)

The subject resolution has been carefully reviewed. I am pleased that the Senate has taken the initiative to propose a CAM revision which will update and clarify our promotion policy. I generally agree with the recommendations of the Academic Senate with the exception of language that limits the current authority and delegation of responsibility to the President from the Board of Trustees (Title 5). Approval of the resolution is made with the understanding that the changes listed below will be incorporated into the policy statement. Appended is the final text for CAM 342.2B, with revisions noted, and it will become effective July 1, 1988. It is my understanding that Personnel Policies Committee is considering additional language in CAM to cover promotion of librarians.

1. 342.2A, last sentence should be modified.

I recognize that there have been some problems associated with promoting some of the administrators with the tracking classification of Academic Specialist. However, the Senate's proposal would mean that no faculty member could be realistically considered for an administrative position unless he/she had attained the rank of full professor. It is in the best interest of the University to retain maximum flexibility in selecting academic administrators. Furthermore, in some cases academic administrators remain partially involved in their department and may earn advancement in academic rank. For these reasons, I have concluded that the sentence should be changed to read:

In addition, persons (other than department heads/chairs) whose primary duties are administrative shall not ~~be eligible for academic promotion be~~ advanced in academic rank without consultation with the tenured faculty of higher rank from the appropriate department.

2. 342.2B.2, second paragraph:

This creates a new procedural step of requiring each dean to send a copy of the Faculty Resume Worksheet to every candidate. It should be the candidate's responsibility to obtain the information. As written, the proposal would increase the possibility of unnecessary grievances in the event a candidate did not receive the worksheet from the dean. I believe

the following statement, which is currently in CAM, should be retained and substituted for the proposed language in 342.2B.2:

In preparing resumes, applicants are encouraged to utilize the Faculty Resume Worksheet (CAM Appendix XII) as a guide.

3. 342.2B.4, modified to read:

Promotion in rank is ~~in no way~~ not automatic and is granted only in recognition of ~~competence~~ teaching competency, professional performance, and meritorious service during the period in rank. The application of criteria will be more rigorous for promotion to professor than to associate professor. Recommendations for promotion of individuals are based on the exhibition of merit and ability in each of the following four factors and their subordinate sub-factors:

4. 342.2B -- The following provisions, which are currently in CAM, need to be included in the revision. This will result in renumbering the following sections:

- 5. Possession of the doctorate or other designated terminal degree from an accredited institution is normally required for promotion.
- 5- 6. Department heads/chairs...
- 6- 7. Normal Promotion...
- 7- 8. Early Promotion....

5. 342.2B.67b and 342.2B.78b:

Although the introductory paragraph (342.2A) states that tenure is required for promotion to professor, the following should be incorporated as the first sentence in both 342.2B.67b and 342.2B.78b:

Tenure is required for promotion to professor.

6. 342.2B.78c:

For clarity the paragraph should be revised to read:

Early promotion will ~~only~~ be granted only in exceptional cases. The circumstances and record of performance which make the case exceptional shall be fully documented by the candidate and validated by evaluators. The fact that an applicant ~~for early promotion~~ meets the ~~minimum~~ performance criteria for promotion does not in itself constitute an exceptional case for early promotion.

342.2 ACADEMIC PROMOTIONS (AS 274-88/PPC)

Revisions shown

A. Eligibility

Promotion eligibility shall be governed by the terms of Article 14 of the Memorandum of Understanding (MOU) between the CSU and Unit 3 Faculty. In particular, tenure is required for promotion to professor. In addition, persons (other than department heads/chairs) whose primary duties are administrative shall ~~not be eligible for academic promotion~~ be advanced in academic rank without consultation with the tenured faculty of higher rank from the appropriate department.

B. Criteria and Procedures (also consult CAM 341.1.D, E and F)

1. Performance reviews for promotion purposes shall be conducted in accordance with Article 15 of the MOU. Additional school (department) criteria and procedures shall be in accordance with the MOU and shall be approved by the Vice President for Academic Affairs.
2. Applicants for promotion shall submit a resume which indicates evidence of promotability. This resume shall include all categories pertinent to promotion consideration: teaching activities and performance, professional growth and achievement, service to the university and community, and any other activities which indicate professional commitment, service, or contribution to the discipline, department, school, university, or community.

~~To assist applicants in preparing their resumes, the dean of each school shall forward a copy of the Faculty Resume Worksheet (CAM Appendix XII) to each applicant at the beginning of the promotion cycle.~~

In preparing resumes, applicants are encouraged to utilize the Faculty Resume Worksheet (CAM Appendix XII) as a guide.

3. In addition to their carefully documented recommendations, department peer review committees, department heads/chairs, school peer review committees, and school deans shall submit a ranking of those promotion applicants who were positively recommended at their respective level.
4. Promotion in rank is ~~in no way~~ not automatic and is granted only in recognition of ~~competence~~ teaching competency, professional performance, and meritorious service during the period in rank. The application of criteria will be more rigorous for promotion to professor than to associate professor. Recommendations for promotion of individuals are based on the exhibition of merit and ability in each of the following four factors and their subordinate sub-factors:

a. Teaching Performance and/or Other Professional Performance

Consideration is to be given to such factors as the faculty member's competence in the discipline, ability to communicate ideas effectively, versatility and appropriateness of teaching techniques, organization of courses, relevance of instruction to course objectives, methods of evaluating student achievement, relationship with students in class, effectiveness of student consultation, and other factors relating to performance as a teacher.

In formulating recommendations on the promotion of teaching faculty, evaluators will place primary emphasis on success in instruction. The results of the Student Evaluation of Faculty program are to be considered in formulating recommendations based on teaching performance.

b. Professional Growth and Achievement

Consideration is to be given to the faculty member's original preparation and further academic training, related work experience and consulting practices, scholarly and creative achievements, participation in professional societies, and publications.

c. Service to University and Community

Consideration is to be given to the faculty member's participation in academic advisement; placement follow-up; cocurricular activities; department, school, and university committees and individual assignments; systemwide assignments; and service in community affairs directly related to the faculty member's teaching service area, as distinguished from those contributions to more generalized community activities.

d. Other Factors of Consideration

Consideration is to be given to such factors as the faculty member's ability to relate with colleagues, initiative, cooperativeness, and dependability.

5. Possession of the doctorate or other designated terminal degree from an accredited institution is normally required for promotion.

5. 6. Department heads/chairs and deans shall use Form 109 (CAM Appendix I) for evaluation of promotion applicants. Department (school) peer review committees will submit their recommendations in a form that is in accordance with their department (school) promotion procedures.

6- 7. Normal Promotion

- a. An application for promotion to associate professor is considered normal if the applicant is eligible and both of the following conditions hold:
 - (i) the applicant is tenured or the applicant is also applying for tenure.
 - (ii) the applicant has received four Merit Salary Adjustments (MSA's) (while an assistant professor) or the applicant has reached the maximum salary for assistant professor.
- b. Tenure is required for promotion to professor. An application for promotion to professor is considered normal if the applicant is eligible and the applicant has received four MSA's (while an associate professor) or the applicant has reached the maximum salary for associate professor.

7- 8. Early Promotion

- a. An application for promotion to associate professor is considered "early" if the applicant is eligible and one (or both) of the following is (are) true:
 - (i) the applicant is a probationary faculty member who is not also applying for tenure.
 - (ii) the applicant has not received four MSA's (while an assistant professor) and the applicant has not reached the maximum salary for assistant professor.
- b. Tenure is required for promotion to professor. An application for promotion to professor is considered "early" if the applicant is eligible and the applicant has not received four MSA's (while an associate professor) and the applicant has not reached the maximum salary for associate professor.
- c. Early promotion will ~~only~~ be granted only in exceptional cases. The circumstances and record of performance which make the case exceptional shall be fully documented by the candidate and validated by evaluators. The fact that an applicant ~~for early promotion~~ meets the ~~minimum~~ performance criteria for promotion does not in itself constitute an exceptional case for early promotion.

Memorandum

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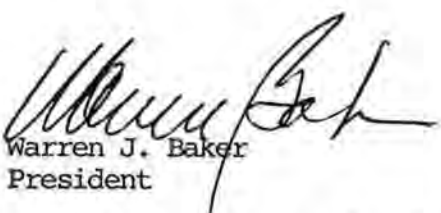
MAY 2 1988

To : A. Charles Crabb, Chair
Academic Senate

Academic Senate

Date : April 26, 1988

File No.: ASRES275

Copies : Malcolm Wilson
Jan PieperFrom : 
Warren J. Baker
President

Subject : Resolution on Tenure for Academic Employees (AS-275-88/PPC)

The above referenced resolution has been reviewed. It is my pleasure to approve the proposal with the understanding that the following modifications will be incorporated into the final text. Appended is the final text for CAM 344, with revisions noted, which will become effective July 1, 1988. It is my understanding that the Personnel Policies Committee is considering additional language in CAM to cover tenure of librarians.

1. 344.B3, second paragraph, has been modified so that it will be compatible with recently revised 342.2B.2, as follows:

In preparing resumes, applicants are encouraged to utilize the Faculty Resume Worksheet (CAM Appendix XII) as a guide.

2. 344.B5 -- The current language in CAM 344.2D has been added as the second paragraph to this section:

To be recommended for tenure the employee must be rated during the final probationary year within one of the top two performance categories listed in Section V of the Faculty Evaluation Form.

3. 344.B6, second line, and 344.B7.a, second line, for clarity, "academic years" needs to replace "years."

4. 344.B7.c should be addressed as a separate topic in 344.B8. In addition, the paragraph should end with the wording from the collective bargaining agreement and be changed to read:

c- 8. Tenure Upon Appointment

~~Tenure awarded by the President as the time of appointment (MOU 13.16) shall be considered as early tenure, and such an award shall be made in accordance with the paragraph above (CAM 344.1B-7b).~~ Candidates for appointment with tenure shall normally be tenured professors at other universities--exceptions to this provision must be carefully documented. The President may award tenure to any individual, including one whose appointment and assignment is in an administrative position, at the time of appointment. Appointments with tenure shall be made only after an evaluation and recommendation by the appropriate department.

A. Charles Crabb
April 26, 1988
Page 2

5. 344.B7.d should now become 344.B7.c and in the first line, the word "shall" has been changed to "should" in order to preserve flexibility accorded the President and provided for in the collective bargaining contract.

As in the case with the resolution on promotion, I concur with the revisions with the exception of language that limits the current authority and delegation of responsibility to the President from the Board of Trustees (Title 5).

Please express my appreciation to the members of Personnel Policy Committee for the proposals to revise the promotion and tenure policies in CAM.

344 TENURE FOR ACADEMIC EMPLOYEES (AS 275-88/PPC)

Revisions shown

A. Eligibility

Tenure eligibility shall be governed by the terms of Article 13 of the Memorandum of Understanding (MOU) between CSU and Unit 3 Faculty.

B. Criteria and Procedures (also consult CAM 341.1.D, E and F)

1. Tenure decisions are considered more critical to the university than promotion decisions. The fact that a probationary faculty member has received early promotion to associate professor is not a guarantee of tenure.
2. Performance reviews for the purpose of award of tenure shall be conducted in accordance with Article 15 of the MOU. Additional school (department) criteria and procedures shall be in accordance with the MOU and shall be approved by the Vice President for Academic Affairs.
3. Applicants for tenure shall submit a resume which indicates evidence supporting the award of tenure. This resume shall include all categories pertinent to tenure consideration, teaching activities and performance, professional growth and achievement, service to the university and community, and any other activities which indicate professional commitment, service, or contribution to the discipline, department, school, university, or community.

~~To assist applicants in preparing their resumes, the dean of each school shall forward a copy of the Faculty Resume Worksheet (CAM Appendix XII) to each applicant at the beginning of the tenure cycle.~~

In preparing resumes, applicants are encouraged to utilize the Faculty Resume Worksheet (CAM Appendix XII) as a guide.

4. Recommendations for tenure are based on the same factors as for promotion (see CAM 342.2.B.4). In addition, special attention shall be given to the applicant's working relationships with colleagues, potential for further professional achievement, and commitment to the department and university. The award of tenure is a major commitment by the university to the applicant and recommendations should substantiate the fact that such an award is advantageous to the university.
5. Department head/chairs and deans shall use Form 109 (CAM Appendix I) for evaluation of tenure applicants. Department (school) peer review committees shall submit their recommendations in a form that is in accordance with department (school) tenure procedures.

To be recommended for tenure the employee must be rated during the final probationary year within one of the top two performance categories listed in Section V of the Faculty Evaluation Form.

6. Normal Tenure

A tenure award is considered normal if the award is made after the applicant has credit for six (6) academic years of full-time probationary service (including any credit for prior service granted at the time of appointment, MOU 13.3, 13.4).

7. Early Tenure

- a. A tenure award is considered "early if the award is made prior to the applicant's having credit for six (6) academic years of full-time probationary service (including any credit for prior service granted at the time of appointment).
- b. In addition to meeting department (school) criteria for normal tenure, an applicant for early tenure must provide evidence of outstanding performance in each of the areas of: teaching, professional growth and achievement, and service to the university and community.
- c. ~~Tenure awarded by the President at the time of appointment (MOU 13.16) shall be considered as early tenure, and such an award shall be made in accordance with the paragraph above (CAM 344.1.B.7.b). Candidates for appointment with tenure shall normally be tenured professors at other universities—exceptions to this provision must be carefully documented.~~
- d. ~~c.~~ In order to receive early tenure, an applicant ~~shall~~ should, at a minimum, receive a favorable majority vote from the department peer review committee.

8. Tenure Upon Appointment

Candidates for appointment with tenure shall normally be tenured professors at other universities—exceptions to this provision must be carefully documented. The President may award tenure to any individual, including one whose appointment and assignment is in an administrative position, at the time of appointment. Appointments with tenure shall be made only after an evaluation and recommendation by the appropriate department.

Memorandum

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MAY 2 1988

CAL POLY
SAN LUIS OBISPO
CA 93407

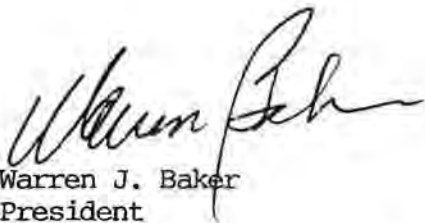
To : A. Charles Crabb, Chair
Academic Senate

Academic Senate

Date : May 2, 1988

File No.:

Copies : President's Staff
Academic Deans'
Council

From : 
Warren J. Baker
President

Subject: RESOLUTION ON ENROLLMENT GROWTH TO
15,000 FTE AND BEYOND (AS-279-88/LRPC)

I would like to commend the Academic Senate and particularly the members of the Long Range Planning Committee for the excellent work on the issues related to enrollment growth at Cal Poly.

The resolution and accompanying report will provide excellent guidelines for enrollment planning and I intend to adopt the general framework for planning proposed in the report.

The availability of resources to accommodate growth is an important consideration in the development of specific plans. Clearly, we have well defined State standards for instructional resources such as faculty positions, classroom and laboratory space, faculty offices, operating expenses and instructional equipment. Standards for non-instructional services and facilities are not so well defined and although we may establish needs in these areas, we should not expect to receive state support that is beyond what the practice is or will be in the CSU at the time we propose an expansion of enrollment.

Certainly there are many benefits to the timetable and growth rates proposed in the report and I intend to try to implement the recommendations related to pace of growth. At the same time, we will have to consider that the needs of the State, the expansion rates of the system, and the local constraints, could influence the timetables.

I am forwarding a copy of the recommendation on enrollment growth from the Academic Deans' Council for your information. In essence, I find that these recommendations are consistent with the Academic Senate's Resolution and report. In addition, I have asked Vice President Wilson to develop in consultation with you a process to bring together academic planning and enrollment planning.

Enclosure

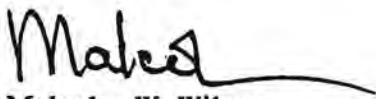
Memorandum

To : Warren J. Baker
President

Date : April 1, 1988

File No.:

Copies : Deans' Council
Members
Charles Crabb

From : 
Malcolm W. Wilson
Vice President for Academic Affairs

Subject : **ACADEMIC DEANS' COUNCIL'S RECOMMENDATIONS ON
ENROLLMENT GROWTH**

Attached is the above subject report. If you would care to discuss it, please let me know.

Attachment

California Polytechnic State University
San Luis Obispo

ACADEMIC DEANS' COUNCIL

RECOMMENDATIONS ON ENROLLMENT GROWTH

Background:

The 1962 Master Plan for the Physical Development of the California State Polytechnic College, San Luis Obispo campus, contains a reference to a decision to master plan the non-metropolitan State Colleges at 12,000 F.T.E.. The 1968 Master Plan for Campus Physical Development, California State Polytechnic College, San Luis Obispo, also references the 12,000 F.T.E. figure which the campus anticipated reaching in 1974. However, in 1969 Assembly Concurrent Resolution 151 (ACR 151) was passed. ACR 151 altered the time of day portion of the then current space utilization standards with the effect that Cal Poly's master planned capacity "automatically" went from 12,000 F.T.E. to 15,000 F.T.E.. This "automatic" change was first officially recognized when the 1975 campus Master Plan for Physical Development was approved.

In 1977, the State experienced a shortage of funds, oversubscription at some campuses, and excess capacity elsewhere in the System. Considerable interest was generated in the concept of "redirection". This interest was translated into supplementary budget language which had the effect of freezing Cal Poly's enrollment at its then current level of 14,200 F.T.E.. In 1987, the campus was granted an additional 100 "non-capacity" F.T.E. to provide funding for its Cooperative Education Program. This action had the effect of raising current F.T.E. to 14,300 and the campus Master Plan ceiling to 15,100 since the additional 100 F.T.E. were non-capacity.

Physical facilities currently under construction and/or scheduled for completion of construction by 1990-91 would bring the instructional physical facility capacity of the campus to the 15,000 F.T.E. level reflected in the current Master Plan for the Physical Development of the Campus (funding for some projects is dependent on the passage of the Higher Education General Obligation Bonds during the election in November 1988). The academic deans recognize that these capital outlay projects were constructed based on projections of F.T.E. and that completion of the projects could be considered a tacit agreement to grow to the 15,000 (15,100) ceiling.

An assessment of Cal Poly's mission was undertaken by the Academic Planning Committee in 1982 and after consultation with the Academic Senate, a new Mission Statement was approved and promulgated on September 12, 1983. That Mission Statement is incorporated in the Campus Administrative Manual as Administrative Bulletin 85-3 dated November 20, 1985. The academic deans affirm the fundamental objectives of the Mission Statement and the role of that document in planning future growth for the campus.

General Comment:

The Academic Deans' Council commends the Academic Senate Long Range Planning Committee for its thorough and thoughtful analysis of the question of future growth for Cal Poly. The Council also endorses in general the content of Academic Senate Resolution AS-279-88/LRPC. The Deans' Council felt that less specificity than was contained in some of the Senate recommendations was desirable in order to maintain flexibility for dealing with a future which is difficult to predict with precision.

Enrollment Growth to 15,100 FTE

Recommendations

A. Educational Equity

Any enrollment growth scenario for the campus should be viewed as an opportunity to identify, encourage, and support the enrollment and academic success of students from currently underrepresented segments of California society.

B. Ratio of Lower-division to Upper-division Enrollment

A Master Plan for Higher Education in California 1960-1975 (p. 59) contained a recommendation that "...the percentage of undergraduates in the lower division of both the state colleges and the University be gradually decreased ten percentage points below that existing in 1960 (estimated to be 51 per cent in both segments) by 1975."

The Master Plan Renewed: Unity, Equity, Quality, and Efficiency in California Postsecondary Education the report of the Commission for the Review of the Master Plan for Higher Education (July 1987) contains the following language under Recommendation 3., page 15: "Both four-year segments shall maintain lower-division enrollment systemwide at no more than 40 percent of total undergraduate enrollment..." (It should be noted that this recommendation, like the report itself, has not as yet resulted in legislative implementation.)

Enrollment planning at Cal Poly should incorporate the goal for the campus of 60 percent upper-division and 40 percent lower-division. The statewide mission of Cal Poly, its curricular structure, and its location should be taken into consideration in reaching this goal.

C. Graduate Enrollments

Cal Poly has chosen to place its emphasis on undergraduate education and should continue to do so. However, within this context, as the importance of advanced study at the master's level in areas consistent with the mission of the campus becomes established, the campus should respond in a positive fashion.

D. Program Priorities

The first phase of growth toward 15,100 F.T.E. should accommodate programs which have been approved by the campus and the Chancellor's Office but which are not yet implemented.

Cal Poly should make its first incremental move toward 15,100 F.T.E. at that time when instructional facilities and other resources, including availability of qualified faculty, are adequate to accommodate the enrollment growth, and assuming that there still exists a strong applicant pool.

Cal Poly should make subsequent incremental moves toward 15,100 F.T.E. when, in addition to sufficient faculty and adequate instructional facilities, provision has been made to address other shortages such as non-instructional facilities and services (i.e. library holdings, computing capability, student housing, etc.)

E. Environmental Factors

Considerations of growth in the University should occur in concert with the surrounding environment and especially with regard to the influence on the community of San Luis Obispo.

Care should also be given to maintaining the positive image of Cal Poly as a place which is concerned with the individual and which is characterized by opportunities for students to build close relationships with faculty, opportunities to participate in student activities, and access to appropriate student services.

Growth Beyond 15,100 F.T.E.

Recommendations

- A. Cal Poly should consider a modest expansion in enrollment beyond the 15,100 F.T.E. which is in the current campus Master Plan for Physical Development.
- B. Additional growth should be consistent with the mission and educational equity goal of the campus and should occur in small increments whereby growth periods are followed by a period of stabilization and assessment of the impacts of growth before considering a new phase.
- C. Planning for any growth beyond 15,100 should include special consideration of the effect of such growth on the ambiance of the campus and the community.
- D. Planning for growth beyond 15,100 F.T.E. should take into account the impact on both the instructional program and student life programs.

April 1, 1988

Summer Institute²⁷⁻ at the San Diego Supercomputer Center (SDSC)

8—19 August 1988

SUPPORTED BY A GRANT FROM THE NATIONAL SCIENCE FOUNDATION

What it is. This two-week summer institute offers hands-on experience with a CRAY X-MP/48 supercomputer and an SCS-40 minisupercomputer. Participants attend lectures by distinguished scientists and engineers mornings and some afternoons. They devote the rest of their time to daily workstation sessions converting, vectorizing, and optimizing the codes they've brought to run on the CRAY or SCS.

Selected topics:

- CRAY FORTRAN
- Vectorization
- Networks
- Supercomputer architecture
- CTSS and CRAY UNIX
- Software for math, chemistry, graphics, and engineering
- Multitasking
- Memory management

Accommodations and expenses. Participants will be given 12 nights' lodging 7—18 August in two-bedroom apartments on campus at UC San Diego adjacent to SDSC, plus a stipend of \$240 for meals and incidental expenses. Travel expenses up to \$300 will also be covered.

Eligibility. Students may be faculty, researchers, graduate, or undergraduate students at universities or nonprofit research institutions. A few openings are also reserved for industrial researchers who pay tuition.

Selection criteria. Applications are reviewed by the SDSC Allocation Committee, which considers the qualifications of each applicant, the nature of the project, and the letter of recommendation. Preference will be given to those who are likely to use the expertise acquired to advance their research or to train others at their institutions. If two or more people from the same institution and department apply, SDSC will accept at most one of those applicants. A maximum of 30 students will be selected.

Summer institute faculty (and topic):

- Dr. Kirby Fong, Leader, User Libraries, National Magnetic Fusion Energy Computer Center, Lawrence Livermore National Laboratory (multitasking).
- John Levesque, Vice President, Pacific-Sierra Research Corporation (vectorization).
- Dr. Gary Johnson, SDSC Deputy Director (computational fluid dynamics).
- Charles Charman, Manager, Structural Mechanics, General Atomics (engineering software).
- Dr. Robert Leary, SDSC Senior Staff Scientist (math software and symbolic computing).
- Dr. Reagan Moore, Manager, SDSC CRAY Systems (operating systems and vectorization).
- Dr. Rozeanne Steckler, SDSC Senior Scientist (computational chemistry).
- Dr. Dan Sulzbach, Manager, SDSC User Services (using the CRAY under CTSS).
- Susan Estrada, Manager, SDSC Telecommunications (networking).
- Stephan Lamont, SDSC systems programmer (graphics and animation).
- Mark Sheddon, SDSC Senior Consultant (graphics and animation).
- Anke Kamrath, SDSC Senior Consultant.
- Tom Hilinski, SDSC Consultant.
- Jayne Waggoner, SDSC Consultant.
- Christine Martin, SDSC Consultant.

For information and an application form, contact:

Ms. Rosemarie Ellsworth
San Diego Supercomputer Center
PO Box 85608
San Diego, CA 92138
(619)534-5121

Application deadline. The deadline for receipt of applications and letters of recommendation is 1 June 1988.

**Summer Institute
at the
San Diego Supercomputer Center (SDSC)**

8—19 August 1988

SUPPORTED BY A GRANT FROM THE NATIONAL SCIENCE FOUNDATION

Please type or print legibly and mail completed letter, *no later than 1 June 1988*, to

Ms. Rosemarie Ellsworth
San Diego Supercomputer Center
PO Box 85608
San Diego, CA 92138
(619)534-5121

Name of applicant: _____

Your name and title: _____

Address: _____

Telephone(s): Office _____ Department _____

How long and in what capacity have you known the applicant?

Why do you think the applicant should attend the SDSC Summer Institute? Please comment on the applicant's qualifications and the degree to which attendance at the institute will promote research with supercomputers.

Signature _____

Date _____

**Summer Institute
at the
San Diego Supercomputer Center (SDSC)**

8—19 August 1988

SUPPORTED BY A GRANT FROM THE NATIONAL SCIENCE FOUNDATION

Please type or print legibly. A completed application consists of full responses to questions on both sides of this form plus a letter of recommendation. If you are a student, please give your GPA and ask your faculty advisor to submit the letter. Return completed applications, *no later than 1 June 1988*, to

Ms. Rosemarie Ellsworth
San Diego Supercomputer Center
PO Box 85608
San Diego, CA 92138
(619)534-5121

Name: _____ Date: _____

Title: _____

Address: Department _____

Institution _____

Street _____

City _____ State _____ Zip _____

Telephone(s): Office _____ Department _____

Summer address: _____

Telephone(s): _____

Highest degree/department/date: _____

Degree institution: _____

Honors: _____

GPA (if student): _____

Describe your computing experience, including hardware and software you've used.

Each student must bring a scientific computing project to work on during the workstation sessions at the summer institute. Describe your proposed project, the code you intend to work on, and your experience with it.

Describe your current area(s) of research or teaching to which supercomputing is applicable.


Describe how supercomputing will aid that research or teaching and how your experience at the SDSC Summer Institute will aid others at your institution.

Memorandum

To : All Deans and Department Heads

Date : May 10, 1988

File No.:

Copies : Warren Baker
Malcolm WilsonFrom : Harvey Levenson, Department Head
Graphic Communication 

Subject : Symposium on Print Media and Illiteracy

This is an invitation for you, your faculty, and staff to attend a national symposium concerning the image of print media and the problem of functional illiteracy in the United States. The symposium will take place on May 25, 1988 at the Capital Hilton in Washington, DC.

I am chairing this symposium which is being jointly sponsored by the U.S. Department of Education and the U.S. Government Printing office. The symposium will cover the functional illiteracy problem in the United States and its impact on education, industry, the community, and the family. The focus of the symposium will be on the growing apathy of the American public, young and adult, to print media and reading, and ways to begin reversing this trend.

Featured speakers will be Dr. William Bennett, Secretary of Education, Harold McGraw, President and CEO of McGraw Hill, John Corcoran, a millionaire illiterate who was recently featured on 20/20 and 60 Minutes, and Dr. David Harman of Columbia University who is a well-known author and recognized authority on the subject of functional illiteracy.

Members of the Congressional Task Force on Illiteracy, and representatives of the Library of Congress will also participate along with representative from media, education, business, and government.

I believe that the issue of illiteracy in the United States is one that all academic disciplines should be concerned with, and I hope that representatives from your school or department will attend the symposium.

I have enclosed several symposium brochures for distribution. Please contact me if you desire additional copies.

A reduced symposium registration fee and hotel rate has been arranged for attendees from universities. If you wish to attend, the registration fee is \$175 and the hotel rate at the Capital Hilton is \$110 for a single and \$125 for a double. To reserve a hotel room at the discounted rate, phone Mr. Fred Rogers, Research and Engineering Council of the Graphic Arts at (215) 388-7394.



CALIFORNIA STATE UNIVERSITY

-32 Foreign Language Council

President	Claude Duval	Sacramento
Vice Pres	Jose Cuervo	Dominguez Hills
Secretary	Conrad Barrett	Long Beach
Treasurer	Jacqueline Kiraithe	Fullerton
Rep-at-Lrg	Edwin Williams	San Francisco

RECEIVED

MAY 13 1988

April 27, 1988

Academic Senate

Dr. Ray Geigle, Chairman
Academic Senate, CSU
400 Golden Shore
Long Beach, CA. 90802-4275

Dear Ray:

I hope that you will be as pleased as I with the enclosed proposed CSU Foreign Language Baccalaureate Requirement. It was unanimously adopted by 30 delegates representing all 19 CSU campuses at a meeting of the CSU Foreign Language Council in Sacramento last April fifteenth. It is particularly gratifying to note that the CSU foreign language faculty took the initiative in developing a proposal for a major CSU curricular improvement.

I also hope that you will treat the document as "Information Only" at this time. The FLC is preparing supporting materials, including an "impact statement" before it requests adoption by the Statewide Senate. I am happy to report that the Office of the Chancellor is already planning to helping us with the latter through a "needs assessment" and that it is also supporting pilot projects in competency-based foreign language instruction and examination. In other words, while we took a giant step forward, we are not yet prepared to seek formal Senate approval.

However, I do want to keep you abreast of our progress, and, of course, I would greatly appreciate any comments you might have on the proposal.

Please be sure of my appreciation for your fine work on behalf of the CSU.

RECEIVED

MAY 4 1988

Academic Senate CSU
Chancellor's Office

Sincerely,

Claude Duval
President, FLC-CSU



CALIFORNIA STATE UNIVERSITY

- Foreign Language Council

President	Claude Duval	Sacramento
Vice Pres	Jose Cuervo	Dominguez Hills
Secretary	Conrad Barrett	Long Beach
Treasurer	Jacqueline Kiraithe	Fullerton
Rep-at-Lrg	Edwin Williams	San Francisco

PROPOSED CSU FOREIGN LANGUAGE BACCALAUREATE REQUIREMENT

THE REQUIREMENT

Beginning Fall, 1992, The California State University (CSU) will require students to show competency in one natural language other than English as part of the graduation requirements for baccalaureate degree. To fulfill this requirement, students must demonstrate language competency in a cultural context at a minimum of Stage 2.1 in one of the following three areas and at a minimum of Stage 2.3 in a second: (1) speaking and listening comprehension, (2) reading and (3) writing. These competency standards are described in the Intersegmental Senates' Statement on Competencies in Languages Other Than English Expected of Entering Freshmen (1986).

Regardless of how or where a student has learned the foreign language, competency must be demonstrated according to procedures established by each campus.

WAIVERS

The proposed requirement is subject to waiver by applicants who fulfill one of the following:

1. Students with speech or hearing impairments that specifically affect language learning may fulfill the requirement by completing alternative coursework in such fields as linguistics, foreign literature in translation, comparative cultures or American Sign Language. These waivers shall be arranged through consultation involving the student, the Foreign Language Department and Handicapped Student Services.

2. Attainment of a passing grade in a third-semester (fifth-quarter) course or in an examination at that level, in a classical language such as Ancient Greek, Biblical Hebrew, Latin or Sanskrit.

3. The successful completion of a program of foreign study during the academic year or of a summer program abroad as long as either includes 120 hours or more of formal instruction in a foreign language; these programs are to be approved by the individual campus.

4. At least two years of successful study in a approved secondary school whose primary language of instruction is not English.

5. Passing a national foreign language examination, such as the College Board Foreign Language Achievement Examination, the Modern Language Association Collegiate Examination, the Advanced Placement Examination, etc. A system-wide passing score will be determined for each exam by the CSU after consultation with foreign language faculty.

6. Certification by the student's campus of a foreign language acquired outside the classroom at a level equal to or exceeding the standards expected in the Requirement.

7. The successful completion of an officially declared foreign language major or minor.

EVALUATION

Progress during the initial four-year period after implementation of the foreign language requirement shall be monitored and evaluated by a system-wide committee, including representation from the Foreign Language Council, the Academic Senate CSU and the Chancellor's Office, and appropriate recommendations shall be made.

Approved by FLC representatives from the 19 campuses of the CSU - April 15, 1988 in Sacramento, California.

INTERIM/ SEXUAL HARASSMENT POLICY
/1986-87/

1. / / / / INTRODUCTION

California Polytechnic State University, San Luis Obispo, is committed to creating and maintaining an environment in which faculty, staff, and students work together in an atmosphere of mutual respect and unconstrained academic interchange. In the University environment, all faculty, staff, and students are entitled to be treated on the basis of their qualifications, competence, and accomplishments without regard to gender. Individuals are entitled to benefit from University programs and activities without being discriminated against on the basis of their sex.

Sexual harassment encompasses a wide range of acts and practices. These include (1) the use of authority to obtain sexual favors, or (2) other verbal or physical conduct of a sexual nature that is personally offensive and directed only to individuals of one gender.

Sexual harassment includes, but is not limited to, making unwanted sexual advances and requests for sexual favors where either (1) submission to or toleration of such conduct is made an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation; (2) submission to or rejection of such conduct by an individual is used as a basis for a personnel decision or an academic evaluation affecting an individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work or academic performance or creating an intimidating, hostile, offensive or otherwise adverse working or academic environment, or adversely affecting any employee or student.

The Chancellor's Executive Order No. 345 requires each campus of the California State University to maintain a working and learning environment free from sexual harassment for its students, and employees, and those who apply for student or employee status.

Sexual harassment is not simply inappropriate behavior, it is illegal. Discrimination on the basis of sex is prohibited by State and Federal Law. ¹

Sexual harassment violates University policy, seriously threatens the academic environment, and is contrary to law. Program Managers and Department Heads/Chairs are ~~urged to take~~ responsible for taking appropriate steps to disseminate this policy statement to students and employees. All faculty, staff, and administrators will be held accountable for compliance with this policy [based on case law]. ¹

¹ Title VII of the Civil Rights Act of 1964 (as amended); Title IX of the Education Amendments of 1972; Government Code Section 12940; and Education Code Section 200 et. sec.

~~IV~~ /// REMEDIES TO SEXUAL HARASSMENT

The policy of the campus is to eliminate and prevent sexual harassment and to provide prompt and equitable relief to the extent possible when such activity is reported or observed.

Because of the wide range of acts that constitute sexual harassment, appropriate remedies will vary considerably depending on the case. In some cases the situation may be dealt with informally and without formal disciplinary action. In other cases a disciplinary action is clearly called for. The University may independently investigate a matter and initiate appropriate action, including discipline based on an informal complaint and without a formal complaint. The remedy will take into account the severity of the actions alleged as well as the responsibility of the parties involved. The University may pursue remedies such as an apology; removal of an individual from the environment; an educational program; reprimand; or disciplinary action which could result in dismissal, demotion, or suspension without pay. Remedies for substantiated allegations of sexual harassment will be determined by the University.

The University will also determine remedies available to those individuals who are the subject of malicious, false allegations of sexual harassment.

~~IV~~ I. PURPOSE AND SCOPE

The purposes of this policy are to:

- implement Executive Order 345 and comply with other governmental regulations prohibiting sexual harassment;
- promote a positive working and learning environment on campus;
- provide Cal Poly faculty, staff, and students with a specific procedure and policy to address sexual harassment;
- provide due process for all parties involved.

This policy applies to cases of alleged sexual harassment brought by, or on behalf of an applicant, student, or employee against an employee or student of the University. Utilization of these procedures does not preclude initiation of complaints with the Fair Employment and Housing Commission or the Equal Employment Opportunity Commission.

~~IV~~ II. DEFINITIONS

~~E~~/ A . Sexual Harassment

In accordance with the Chancellor's Executive Order No. 345, "sexual harassment" includes such behavior as sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature directed towards an employee, student, or applicant when one or more of the following circumstances are present:

- Submission to or toleration of such conduct by an individual is an explicit or implicit term or condition of appointment, employment, admission, or academic evaluation;

- Submission to or rejection of such conduct is used as a basis for a personnel decision or an academic evaluation affecting an individual;
- The conduct has the purpose or effect of interfering with an employee's individual's work or academic performance, or creating an intimidating, hostile, offensive, or otherwise adverse working or academic environment or adversely affecting any employee or student ;

~~+/ The conduct has the purpose or effect of interfering with a student's/ academic performance, creating an intimidating, hostile, offensive, / or otherwise adverse learning environment, or adversely affecting/ any student/~~

In determining whether conduct constitutes sexual harassment the circumstances surrounding the conduct should be considered.

/A. B. Advisor

~~The Affirmative Action Coordinator or employee(s) designated by a/ Program Manager to discuss the complaint with the complainant, inform complainant of campus policy, procedures and resources; and at / / / Complainant's option attempt informal resolution / (See Section NAYBY) / /~~

Advisor means the Sexual Harassment Advisor or employee(s) designated by a Program Manager to receive complaints; to help complainants evaluate their complaints; to inform them of campus policies, procedures and resources; to attempt informal resolution if desired; and to assist the parties with formal complaint procedures, if necessary. The role of the Advisor is one of mediator between parties rather than the complainant's advocate. The complainant may seek an advocate from other sources.

It is suggested that Program Managers appoint tenured employees as Advisors.

/B. C. Complainant

"Complainant" means a Cal Poly student or employee or an applicant for student or employee status, who files a complaint under this Policy.

/C. D. Program Manager

Program Manager means positions designated by the President, normally at dean/division head level or above. In addition, the Director of the Health Center and Director of Counseling and Testing would be considered Program Managers for administering the Policy only.

D. E. Respondent

"Respondent" means the student or employee of Cal Poly alleged to have engaged in sexual harassment.

F. Sexual Harassment ~~Compliance~~ Coordinator

1. For complaints filed by students, the Sexual Harassment ~~Compliance~~ Coordinator is the Associate Dean of Student Affairs responsible for Title IX compliance, or designee.
2. For complaints filed by employees, the Sexual Harassment ~~Compliance~~ Coordinator is the Director of Personnel and Employee Relations, or designee.

G. Student

"Student" means a person enrolled as a student, or an applicant for student status at Cal Poly at the time the alleged act of sexual harassment occurred. For the purpose of this Policy, Extended Education students are included.

H. Authorized Representative

"Authorized Representative" means anyone designated in writing by the Complainant.

I. Applicant

"Applicant" means a person who is applying for either student or employee status.

J. "Days" means working days to reflect the employment status of the individuals involved.

III. EXAMPLES OF SEXUAL HARASSMENT

The issue of appropriate and inappropriate relationships between students and faculty, or between staff and supervisors is very complex. Some members of the University hold positions of authority that involve the legitimate exercise of power over others, and it is their responsibility to be sensitive to that power so as to avoid actions that are abusive or unprofessional. Faculty and supervisors in particular, in their relationships with students and supervisees, need to be aware of potential ~~conflicts of interest abuses of power~~ and the possible compromise of their evaluative capacity. ~~Because there is an inherent power difference in these relationships, the potential exists for the less powerful person to perceive a coercive element in suggestions regarding activities outside those appropriate to the professional relationship.~~

~~Faculty should be aware that anytime they pursue a sexual/social relationship with a student, they risk a claim of sexual harassment. In like manner, managers and supervisors should realize that whenever they pursue a sexual/social relationship with a subordinate, they risk a claim of sexual harassment. It is the responsibility of faculty and supervisors to behave in such a manner~~

/that/their/words/or/actions/cannot/reasonably/be/perceived/as/being/sexually/harassing./

The following examples are intended to be illustrative and educational rather than exhaustive.

Faculty and Staff

- A senior colleague or supervisor directly or indirectly offers to influence a personnel decision (i.e., appointment, reappointment, promotion, tenure, permanency) in return for sexual favors, and/or suggests action against the employee for refusal;
- An ~~committee member~~ employee offers to support another employee's endeavors in return for sexual attention;
- /- A male employee, in the presence of a female employee, makes repeated offensive comments about women in general or the female employee in particular.*
- An employee, in the presence of another employee of the opposite sex, makes repeated offensive comments of a sexual nature.

Students

- An instructor offers a better grade, extra help, or academic opportunity in return for sexual favors, and/or threatens action against the student for refusal;
- A person supervising a student's job or academic assignment makes repeated sexual comments that interfere with work or the learning experience;
- An advisor or counselor asks offensive questions of a sexual nature inappropriate to the topic at hand;
- An unwelcomed touch of a sexual nature from a staff or faculty employee.
- A staff member hangs up a poster or uses slides or a derogatory cartoon in a lecture that displays women or men in an offensive manner.

/VI. IV. CONFIDENTIALITY

All procedures taken under this Policy and all reports filed shall be confidential, to the extent permitted by law. They may be made public only with the agreement of both the Complainant(s) and the Respondent(s)./

All findings taken under this Policy and all reports filed shall be confidential and every effort will be made to preserve confidentiality.

V. INFORMAL RESOLUTION PROCEDURE

A. Employee Complainants

1. Complainants who are employees covered by collective bargaining agreements which have complaint procedures are required to utilize those procedures. (Currently, the following employee agreements have complaint procedures: Unit 2, Health Care Support; Unit 3, Faculty; Unit 5, Operations Support Services; Unit 7, Clerical/Administrative Support Services; and Unit 9, Technical Support Services.)
2. Complainants who are employees which are (a) not covered by collective bargaining agreements, or (b) are not covered by a collective bargaining agreement which does not contain a complaint procedure, must utilize Executive Order 419.

B. Student or Applicant Complainants

Complainants who are students or applicants for either student or employee status are encouraged to attempt informal resolution of complaints of sexual harassment by utilizing procedures described in this document. However, Complainants are not required to do so, and a formal written complaint may be filed at any time until the deadline (Sixty (60) working days from the first report of an incident of harassment) for filing a formal complaint has passed.

In seeking informal resolution, a Complainant may obtain assistance from any of the designated Advisors. The Sexual Harassment ~~Compliance~~ Coordinators shall maintain and distribute the list of Advisors, upon request.

Advisors will be available to discuss the complaint with the Complainant, inform the Complainant of the informal and formal procedures available for seeking resolution of the complaint, advise the Complainant of applicable deadlines, provide the Complainant with a list of other campus resources available and provide assistance in preparing or resolving complaints of sexual harassment. If the Complainant desires to proceed, the Advisor will assist the Complainant in attempting informal resolution as appropriate.

C. Confidentiality of Informal Complaints

The identity of the Complainant and the details of the informal complaint shall be received in confidence by the Advisor, where no records shall be kept except the date the complaint was filed. The Advisor shall advise the office of the appropriate Sexual Harassment ~~Compliance~~ Coordinator of the general nature of the complaint without identifying any of the parties involved.

D. Informal Procedures for Student or Applicant Complainants

1. After consulting with an Advisor, a Complainant may, but need not, attempt to resolve the complaint directly with the person alleged to have engaged in the sexual harassment.
2. If the Complainant is unsuccessful in the attempt to gain an acceptable remedy or does not wish to make direct contact with the alleged person to have committed the harassment, the Complainant may, but need not, attempt to resolve the complaint with the Respondent's Department Head/Chair who is required to notify the Program Manager within three (3) working days of any sexual harassment complaint. If the Program Manager is the person alleged to have engaged in the sexual harassment, the Complainant may, but need not, attempt to resolve the complaint with the Director of Personnel and Employee Relations.
3. If the Complainant is unsuccessful in the attempt to gain an acceptable remedy or does not wish to pursue steps 1 or 2 above, a Complainant may bring the complaint directly to the attention of the Sexual Harassment ~~Compliance~~ Coordinator who shall counsel the Complainant about any additional attempt, if any, that might be made to resolve the matter before filing a written complaint.

VI. FORMAL RESOLUTION PROCEDURES

A. Employee Complainant Formal Procedure

Employees not covered by collective bargaining agreements shall utilize Executive Order 419.

B. Student and Applicant Complainants

1. Filing a Formal Complaint

Student and applicant Complainants should utilize the following procedure. Formal complaints shall be filed by a Complainant or his or her authorized representative with the appropriate Sexual Harassment ~~Compliance~~ Coordinator. A formal complaint shall be in writing and must include:

- a. The name(s), address(es), and telephone number(s) of the Complainant(s) filing the complaint, and his or her Representative(s), if any.
- b. The name(s) of the Respondent(s), University title, and department.
- c. A specific statement of the acts or practices alleged to constitute sexual harassment, including the dates on which and the locations in which such acts and practices are alleged to have occurred.

- d. The remedy requested by the complainant .
- e. The date the formal complaint was filed with the Sexual Harassment Coordinator .

2. Review of Filed Complaint

- a. On receipt of a formal complaint, the Sexual Harassment ~~Compliance~~ Coordinator shall immediately provide a copy to the Respondent and, within 10 working days, review the complaint to determine whether it meets the requirements covered under this policy. The matter shall be investigated unless the complaint fails to establish a prima facie case as determined by the Sexual Harassment Coordinator .

- b. *Prima Facie Case*

A prima facie case is established when the Complainant presents information which, if unrebutted, would be sufficient to support a finding of sexual harassment affecting a complainant and injury resulting therefrom.

Efforts or otherwise/groundless accusations without supporting evidence upon which a finding in the Complainant's favor might be reached do not constitute a prima facie case.

- c. If there are deficiencies in the complaint, the Sexual Harassment ~~Compliance~~ Coordinator shall inform the person who filed the complaint of those deficiencies in writing and provide the opportunity to amend the complaint. If the Complainant fails to remedy the deficiencies, or if the complaint is not filed within the stated/deadline ten (10) working days , the Sexual Harassment ~~Compliance~~ Coordinator will dismiss the complaint and inform the Complainant of the reasons.
- d. The Complainant may appeal such dismissal to the ~~Provost~~ Vice President for Academic Affairs by filing a notice of appeal including a statement of the grounds for dismissal made by the Sexual Harassment ~~Compliance~~ Coordinator within ten (10) working days .
- e. The ~~Provost~~ Vice President for Academic Affairs shall decide the appeal within twenty (20) working days and shall either affirm the dismissal or shall direct the Sexual Harassment ~~Compliance~~ Coordinator to proceed with processing the complaint.

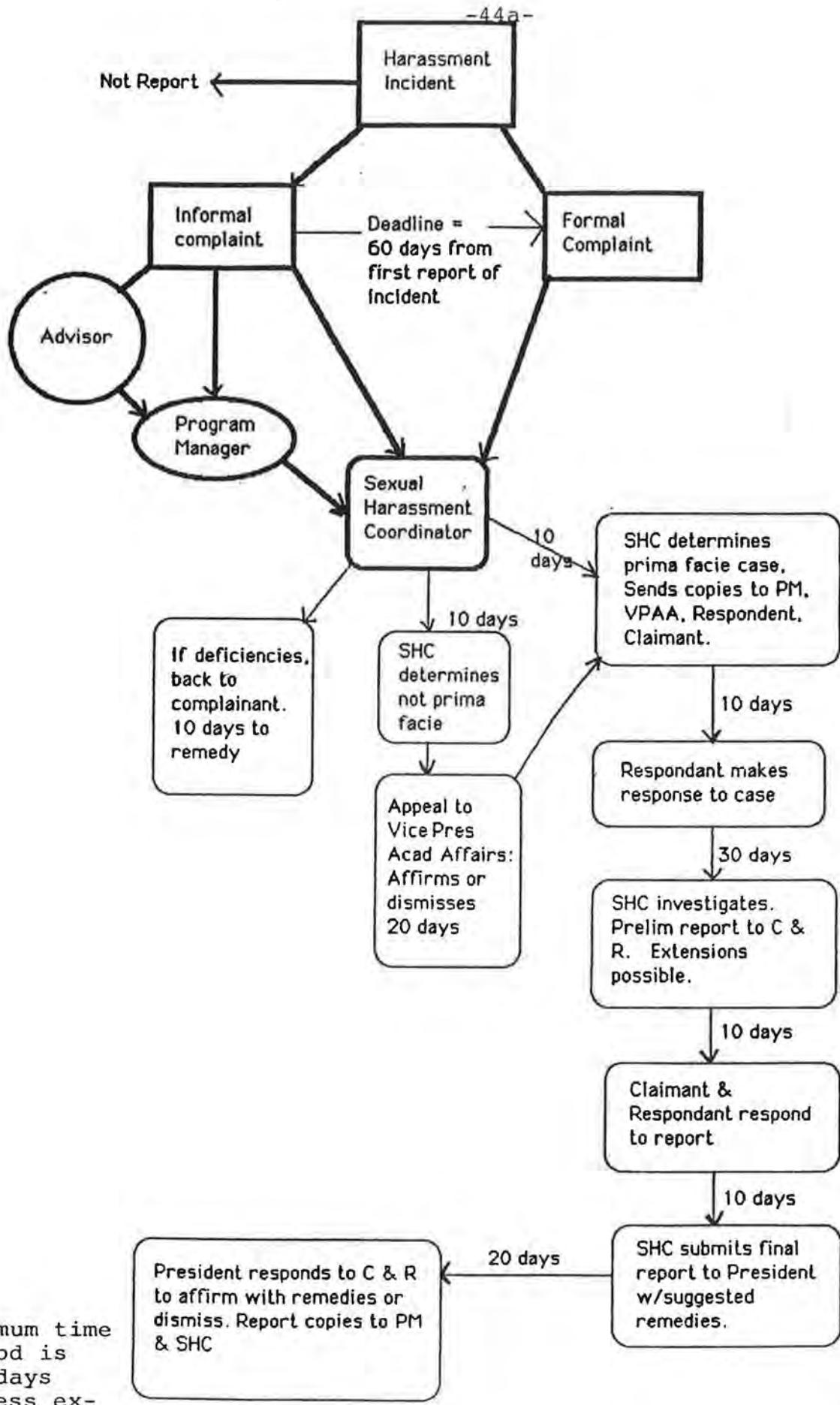
3. Administrative Reviews

- a. Once it is determined to process the complaint, the Sexual Harassment ~~Compliance~~ Coordinator shall within ten (10) working days provide copies of the complaint to the Respondent's Program Manager, Department Head/Chair, and ~~Provost~~ Vice President for Academic Affairs, and the Respondent will be notified of the decision to proceed with the investigation.
- b. The Respondent shall file with the Sexual Harassment ~~Compliance~~ Coordinator a response to the complaint within ten (10) working days of receiving notice.
- c. The Sexual Harassment ~~Compliance~~ Coordinator or designee shall be responsible for conducting an administrative review of the case. The Sexual Harassment ~~Compliance~~ Coordinator should endeavor to complete the investigation within thirty (30) working days; extensions to continue an investigation beyond thirty (30) working days must be approved by the President or designee. After a thorough investigation of the case, the Sexual Harassment ~~Compliance~~ Coordinator shall provide a preliminary report to the Complainant and Respondent. Both parties shall have ~~no more than~~ ten (10) working days to submit any written response to the preliminary report.
- d. After the Sexual Harassment ~~Compliance~~ Coordinator has considered the response of the Complainant and Respondent to the preliminary report, he/she shall submit a final report to the President which shall include a recommended remedy with copies to the Complainant and the Respondent.
- e. After reviewing the report, the President shall send a written response to the Complainant and Respondent, with copies to Respondent's Program Manager and Department Head/Chair, and the Sexual Harassment ~~Compliance~~ Coordinator. Normally this shall be done no later than ~~thirty calendar~~ twenty (20) working days from receipt of the final report from the Sexual Harassment ~~Compliance~~ Coordinator. If the President does not dismiss the case, then a copy of the written complaint and the President's decision will be sent to the State University Dean, Affirmative Action, pursuant to CSU policy. If the decision is to invoke disciplinary action, then the appropriate disciplinary action procedure shall be followed.
 1. If the Respondent is a faculty unit employee, then the Disciplinary Action Procedure contained in the Unit 3 collective bargaining agreement will be followed.

2. If the Respondent is a nonacademic employee, the discipline will be handled according to statutory State Personnel Board procedures.
3. If the Respondent is a student, the Student Disciplinary Procedures will be followed.

IX. VII. RETALIATION PROHIBITED

No Respondent or other University personnel shall retaliate against or threaten to retaliate against any Complainant, or other person who has made an allegation of sexual harassment. Nor shall any person operating under the jurisdiction of this Policy, attempt to or actually intimidate, threaten, coerce, or discriminate against any person for the purpose of preventing that person from exercising any rights protected by this Policy or from participating in any step of the complaint resolution process under this Policy. In situations where retaliation is alleged, the Sexual Harassment ~~Compliance~~ Coordinator will investigate and recommend to the President appropriate sanctions.



Maximum time period is 170 days (unless extensions granted)

Adopted: March 10, 1987

Revision Adopted : _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS-246-87/SA&FBC

Revised RESOLUTION ON
CHEATING AND PLAGIARISM

Background: On January 22, 1986, The Academic Senate Chair asked the Fairness Board and Student Affairs Committees to review campus policies on cheating and plagiarism. The Fairness Board of 1985-86 and 1986-87 worked on a proposal which was brought forth jointly with the Student Affairs Committee and which was passed by the Academic Senate in Spring 1987. The President returned the proposal (unsigned) on June 15, 1987 with comments prepared by G. Irvin. After additional deliberations by the current Fairness Board, a meeting between Board representatives and G. Irvin took place (January 1988) in preparation of a new policy proposal. The new proposal incorporates that which is important to the administration within a policy which is supported by the Fairness Board and is similar to the policy approved by the Academic Senate last year.

WHEREAS, The present CAM policy on cheating is extremely short and lacks definition; and

~~WHEREAS, / / / Where there are differences from department to department regarding the definition and handling of cheating offenses; and /~~

WHEREAS, It would be desirable to add further language regarding plagiarism to the CAM policy; therefore, be it

RESOLVED: That the present guidelines on cheating (CAM 674) ~~be modified as outlined below~~ be fully replaced with the following :

674 Cheating ACADEMIC DISHONESTY: CHEATING AND PLAGIARISM

The University will not condone academic cheating or plagiarism in any form. The faculty is expected to uphold and support the highest academic standards in this matter. Instructors should be diligent in reducing potential opportunities for academic cheating and plagiarism to occur.

674.1 Definition of Cheating

Cheating is defined as obtaining or attempting to obtain, or aiding another to obtain credit for work, or any improvement in evaluation of performance, by any dishonest or deceptive means. Cheating includes, but is not limited to: lying; copying from another's test or examination; discussion of answers or ideas relating to the answers questions on an examination or test, unless such discussion is specifically authorized by the instructor; taking or receiving copies of an

exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same.

674.3 2

Policy on Cheating

Cheating requires an "F" course grade and further attendance in the course is prohibited. The instructor is obligated to place evidence of the cheating in writing before the Dean of Student Affairs with copies to the department head of the course involved, to the student, and to the department head of the student's major. Physical evidence, circumstantial evidence, and testimony of observation may be included. Said memorandum should notify the student that if he or she denies cheating an appeal is possible through the Fairness Board once the department head of the course of record has been consulted regarding the appeal. Instructors should be confident that cheating has occurred; if there is any doubt, the student should be consulted and/or additional information sought prior to taking action for cheating. Students' rights shall be ensured through attention to due process.

Instructors should be diligent in reducing potential opportunities for cheating to occur.

In the event that the Dean of Students identifies a student to be guilty of more than one cheating offense, this shall be considered sufficient cause for the initiation of disciplinary action.

The Dean of Student Affairs shall determine if any disciplinary action is required in addition to the assignment of a failing grade. Disciplinary actions which are possible include, but are not limited to: required special counseling, special paper or research assignments, loss of student teaching or research appointments, loss of membership in organizations, suspension or dismissal from individual programs or from the University. The most severe of these possible actions shall be reserved for grievous cheating offenses or more than one offense by an individual.

674.2 3

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing or plagiarism / without credit or originality; use of another's project or program or part thereof without giving credit .

674.4

Policy on Plagiarism. Plagiarism may be considered a form of cheating and therefore subject to the same policy described in Section 674.3 above which requires notification of the Dean of Student Affairs and includes possible disciplinary action (See 674.2) . However, as there may be a fine line between plagiarism and editorship with poor attention to format, some instructor discretion is appropriate technical plagiarism which is the result of poor learning or poor attention to format, and may occur without any intent to deceive, some instructor discretion is appropriate. Under such circumstances, notification of the Dean of Student Affairs is not required . In the event of plagiarism, A n instructor may choose to counsel the student and offer a remedy (within his authority) which is less severe than that required for cheating, providing there was no obvious intent to deceive. However, an instructor may not penalize a student for plagiarism in any way without advising the student that a penalty has been imposed , and further advising that a n appeal is possible through the Fairness Board, once the department head has been consulted regarding the appeal. Instructors should be confident that plagiarism has occurred; if there is any doubt, the student should be consulted and/or additional information sought prior to taking action for plagiarism. Students' rights shall be ensured through attention to due process .

Proposed By:
Student Affairs Committee/
Fairness Board Committee
February 17, 1987
Revised May 3, 1988

The existing CAM section on cheating and plagiarism reads as follows:

- | | |
|-------|---|
| 674 | Cheating |
| 674.1 | First offense for cheating is an "F" course grade, and further attendance in that class is prohibited. A report in writing including evidence must be made by the instructor to the department head. The department head will notify the Dean of Students of the action taken. |
| 674.2 | Second reported offense is considered sufficient cause for the initiation of disciplinary action in accordance with the current Student Disciplinary Procedures of The California State University and Colleges. |
| 674.3 | A student wishing to challenge the course instructor's decision that a cheating offense has been committed may appeal to the head of the department in which the course is offered, the dean of the school, and ultimately to the Fairness Board for a hearing in accordance with procedural due process. This is a committee of the Academic Senate; see Appendix XI for details of procedures. |

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

Background statement: Over the past two years, the University Professional Leave Committee (UPLC) has seen an increase in the number of sabbatical and difference-in-pay leave requests where the proposal is dependent, in all or in part, upon outside funding with an award being announced after the committee's review deadline.

AS-____-88/____

**RESOLUTION ON
MODIFICATION OF "APPLICATION FOR LEAVE OF ABSENCE WITH PAY" FORM**

- WHEREAS, A number of faculty proposals for sabbatical or difference-in-pay leaves depend all, or in part, on outside funding; and
- WHEREAS, The University Professional Leave Committee (UPLC) must evaluate and/or rank the sabbaticals and difference-in-pay leave proposals within a time line that may be before an award is made known to the applicant; and
- WHEREAS, The UPLC Chair must call both the chairs of the School-wide Professional Leave Committee (SPLC) or Library Professional Leave Committee (LPLC) and the applicant to inquire about the effect on the proposal if funding is not awarded; and
- WHEREAS, It would be convenient for the SPLC, LPLC, and the UPLC to know the effect on the proposal when reviewing the application; therefore, be it
- RESOLVED: That a question "8" be added to the Personnel Form 112, "Application for Leave of Absence With Pay," pertaining to outside funding for sabbatical and difference-in-pay leaves which reads as follows:

8. Have you applied for a grant, other financial assistance, or related employment for your proposal? ____ YES ____ NO
- a. If yes, describe how funds will be used.
- b. Has the grant or other assistance been awarded?
____ YES ____ NO
- (1) If no, when will an award be announced? _____
- (2) If no, how will your proposal be affected if an award is/
not forthcoming?

Proposed By:
University Professional Leave
Committee
May 3, 1988
Revised May 10, 1988

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement: Over the past two years, the University Professional Leave Committee (UPLC) has reviewed a number of sabbatical and difference-in-pay proposals that were poorly written and/or weak when compared to school or library criteria. Although school and/or library committees have ranked these proposals low, they have approved them. The UPLC recommends that if a proposal is weak or poorly written, it should still be forwarded by the school or library committees, but given a negative recommendation.

AS-____-88/____

RESOLUTION ON
CRITERIA FOR APPROVAL OF LEAVE OF ABSENCE WITH PAY PROPOSALS

- WHEREAS, There are a number of ~~poorly written~~ applications for sabbaticals and difference-in-pay leaves submitted each year which are not judged to meet the school or library criteria; and
- WHEREAS, These proposals are ranked low by the School-wide Professional Leave Committee (SPLC) or Library Professional Leave Committee (LPLC) but recommended for approval; and
- WHEREAS, Some of these ~~poor~~ proposals will eventually be funded due to low numbers of applications within a school or when approved leaves are subsequently declined due to personal reasons resulting in the ~~poorly written~~ proposals receiving a higher priority ranking than originally intended; and
- WHEREAS, ~~Poor~~ These proposals should not be funded; therefore, be it
- RESOLVED: That the SPLC and LPLC give a negative recommendation to ~~weak/ applications before being forwarded to the UPLC~~ to the UPLC for applications that do not meet school or library criteria; and, be it further
- RESOLVED: That the "Leave With Pay Guidelines" be modified as follows:

School-wide Professional Leave Committees (SPLC)

C.

3. ~~Reject~~ Sabbatical and difference-in-pay applications that do not meet established University and school guidelines should be given a negative recommendation.

B/ 4.

Library Professional Leave Committee (LPLC)

C.

3. ~~Reject~~ Sabbatical and difference-in-pay applications that do not meet established University and school library guidelines should be given a negative recommendation.

B/ 4.

Proposed By:
University Professional
Leave Committee
May 3, 1988
May 10, 1988

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

Background statement: Currently, membership on all School Professional Leave Committees (SPLC) and the Library Professional Leave Committee (LPLC) is not uniform throughout the University. The University Professional Leave Committee (UPLC) recommends that uniform membership requirements with staggered terms will provide consistency and continuity of membership in deliberating on sabbatical and difference-in-pay leave proposals.

AS-____-88/____

**RESOLUTION ON
MEMBERSHIP REQUIREMENTS FOR SCHOOL-WIDE/LIBRARY
PROFESSIONAL LEAVE COMMITTEES**

WHEREAS, Continuity of membership on all School-wide Professional Leave Committees (SPLC) and the Library Professional Leave Committee (LPLC) is not uniform throughout the University; and

WHEREAS, Membership on all SPLC and the LPLC is not uniform throughout the University; therefore, be it

RESOLVED: That all SPLC and the LPLC have committee membership of two years with one-half of the members being elected in even years and the other half in odd years; and be it further

RESOLVED: That the "Leave With Pay Guidelines" be modified as follows:

School-wide Professional Leave Committees (SPLC)

- A. Membership
(First paragraph remains the same)
(Add second paragraph as follows:) Once elected, members of the committee serve two-year terms with one-half of the members being elected in even years and the other half in odd years.

Library Professional Leave Committee (LPLC)

- A. Membership
(First paragraph remains the same)
(Add second paragraph as follows:) Once elected, members of the committee serve two-year terms with one-half of the members being elected in even years and the other half in odd years.

Proposed By:
University Professional
Leave Committee
May 3, 1988

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

AS-____-88/____

**RESOLUTION ON
INITIAL APPOINTMENTS OF TENURE TRACK FACULTY**

- WHEREAS, The screening process for the appointment of tenure-track faculty is thorough and comprehensive; and
- WHEREAS, The department peer review process for the retention of first year tenure-track faculty must be completed in November of the first year; and
- WHEREAS, The peer review of first year tenure-track faculty provides little or no information not known during the appointment process; therefore, be it
- RESOLVED: That initial appointments of tenure-track faculty who are not credited with two years of service be made for two years.

Proposed By:
Personnel Policies Committee
May 3, 1988
Revised May 10, 1988

Note: If this resolution is adopted by the Senate and approved by the President, then tenure-track faculty members, who are in their first year at Cal Poly, are subject to a periodic evaluation (see CFA-CSU Unit 3 Agreement, Section 15.25). This evaluation must be completed by the end of that first year. In their second year at Cal Poly, they are subject to a Performance Review for retention - see Timetable for appropriate deadlines.

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

Background statement:

On September 15, 1987, the Vice President for Academic Affairs sent a memo to the deans with the subject heading "Retention, Tenure and Promotion Cycle--1987-88." The Personnel Policies Committee has reviewed this memo (and attachments) and submits the following resolution.

The September 15, 1987 memo addresses the issue of confidentiality in the following paragraph:

Custodians of the files and PRC chairs are to ensure the confidentiality of those files. There should be no duplication of file materials except for copies made for the candidate or appropriate administrator, or for distribution at PRC meetings. At the conclusion of each meeting, the file custodian (or PRC chair) is responsible to collect any duplicated materials. Duplicated materials must be destroyed by the time PRC deliberations are concluded.

The Personnel Policies Committee recommends that this paragraph should not apply to candidate resumes. The resume is essential for Peer Review Committee members when they are formulating recommendations, and the material contained in the resume is information available to the public. Therefore, we recommend that copies of a candidate's resume may be made available to Peer Review Committee members for use in their offices or at home, etc.

AS-____-88/____

**RESOLUTION ON THE DISTRIBUTION OF
RESUMES DURING THE PEER REVIEW PROCESS**

WHEREAS, Effective peer review requires reasonable access to reliable information;
and

WHEREAS, A faculty member's resume consists of information available to the public (e.g., papers presented, courses taught, etc.); therefore, be it

RESOLVED: That copies of resumes of retention, tenure or promotion candidates may be distributed to Peer Review Committee members for use at times other than Peer Review Committee meetings.

Proposed By:
Personnel Policies Committee
May 3, 1988

Adopted: _____

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

Background statement:

On September 15, 1987, the Vice President for Academic Affairs sent a memo to the deans with the subject heading "Retention, Tenure and Promotion Cycle--1987-88." The Personnel Policies Committee has reviewed this memo (and attachments) and submits the following resolution.

The September 15, 1987 memo addresses the issue of consolidated Peer Review Committee recommendations in the following paragraph:

Departmental peer review committee members must be elected by the probationary and tenured faculty of the department. Each school peer review committee must be elected according to school procedures. With respect to the peer review committee's vote, each peer review committee evaluation report and recommendation shall be approved by a simple majority of the membership of that committee. If peer review committee members choose to submit individual recommendations instead of a consolidated recommendation, then the individual recommendations must be signed. Consolidated recommendations must be signed by every member of the committee supporting that recommendation; those disagreeing with a consolidated recommendation should file a signed minority report which includes written reasons.

This paragraph has been the subject of some debate, and the Personnel Policies Committee has proposed new wording to replace the last two sentences of this paragraph.

AS-____-88/____

**RESOLUTION ON CONSOLIDATED
RECOMMENDATIONS OF PEER REVIEW COMMITTEES**

WHEREAS, There is uncertainty with respect to the use of consolidated recommendations; therefore, be it

RESOLVED: That each Peer Review Committee recommendation must be accompanied by one of the following:

1. A majority report and a minority report (if applicable). Both reports must include substantiating reasons and each report must be signed by those Peer Review Committee members who support the report and the substantiating reasons.
2. Individual recommendations from each member of the Peer Review Committee. These recommendations must include substantiating reasons and must be signed.
3. A combination of 1 and 2 above: A majority report, a minority report (if applicable), and individual recommendations from those members of the Peer Review Committee who support neither the majority nor the minority report.

Proposed By:
Personnel Policies Committee
May 3, 1988
Revised May 10, 1988

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

AS-____-88/____

**RESOLUTION ON
THE ASSESSMENT PROCESS AT CAL POLY**

RESOLVED: That the Academic Senate of Cal Poly endorse the attached "Response of the GE&B (General Education and Breadth) Committee on the Issue of Assessment."

Proposed By:
General Education and Breadth
Committee
May 3, 1988

MAR 2 1988

RESPONSE OF THE GE&B COMMITTEE
ON THE ISSUE OF ASSESSMENT

Academic Senate

The GE&B Committee supports the system of assessment as it has been implemented at Cal Poly. Assessment is comprehensive, overlapping, and an ongoing process at Cal Poly. These assessments allow, (1) faculty to employ a variety of techniques to measure student performance in the classroom throughout the student's academic career, (2) faculty to make adjustments to their approaches to the classroom as a result of peer and student evaluations, (3) faculty to ensure that the appropriate level of teaching and professional growth is being maintained before retention/promotion considerations, (4) independent accrediting agencies, boards and evaluation teams to verify the professional integrity of various programs and (5) those inside and outside of the academic structure to have confidence that the university as a whole has a program consistent with superior educational and professional standards.

In general, assessment of the educational function at Cal Poly can be categorized into four separate but interrelated components: the University, its academic disciplines and degree granting programs, the faculty, and the students.

The University: the institution is evaluated regularly according to the established standards of the Western Association of Schools and Colleges.

Degree-Granting Programs: specific degree granting programs at the institution undergo periodic evaluation to continue their professional accreditation. For example, the Accrediting Board for Engineering and Technology, National Architectural Accrediting Board, American Council for Construction Education, the American Society of Landscape Architects, and the American Planning Association are involved in assessing and maintaining professional standards with the five departments in the School of Architecture; the 13 accredited programs in the School of Engineering are regularly evaluated according to the standards of the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, and, the Technology Accreditation Commission of the Accreditation Board for Engineering and Technology. A number of other degree granting programs are evaluated by their specific accrediting societies. Some disciplines do not have professional accrediting boards; it is common for these disciplines to have an outside evaluation team review their programs every 3-5 years.

The Faculty: all rank and class faculty at Cal Poly are expected to have the terminal degree appropriate to their discipline. Probationary faculty are subject to annual review which includes assessment by peers and student evaluations. Faculty who are to be promoted from Assistant Professor to Associate Professor, or Associate Professor to Professor are also evaluated by peers and student evaluations prior to a recommendation. Full professors are subject to post-tenure review according to an established schedule. In order to qualify for retention or promotion, faculty have to demonstrate satisfactory classroom performance and related professional activity which includes evidence of professional growth and development.

Students: all incoming students must meet not only the minimum qualifications to enroll in the CSU, but stricter standards for a number of impacted programs on campus. The grades students receive in their courses are based on a number of assessments: exams, laboratory reports, short papers, term papers, homework, oral presentations, and group projects where applicable. Additionally, all students must

successfully pass the Entry Level Mathematics Test and Junior Writing Exam prior to graduation. Moreover, all students must complete a senior project before the baccalaureate degree is awarded. While senior projects vary considerably depending upon the student's major, their intent is to demonstrate a student's research and writing capabilities.

Some have suggested that examinations at the time of graduation would enable us to better assess our educational programs. Such a testing program would be redundant to the extensive student examination program already in place. Our students currently average around forty examinations each academic year.

There is one important aspect of higher education that is extremely difficult to evaluate. All of our programs, and particularly GE&B, prepare our students to begin a lifelong individual educational process. How well that process is implanted in our students is a key to their success, including the contribution they make to our society, many years after graduation. There is no known method for evaluating this process, primarily because of the length of time involved before it has an impact. In addition, the process is strongly affected by many other factors in the graduate's environment besides their undergraduate education.

The GE&B Committee believes that the current assessment tools used at Cal Poly are more than adequate. The development of more assessment tools would simply increase the cost of operating the institution without enhancing the evaluation of its performance.

Adopted: _____

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

AS-____-88/____

**RESOLUTION ON
LIBRARY ACQUISITION FUNDS**

- WHEREAS, Cal Poly's mission as a polytechnical university within the California State University system precipitates the need for more expensive technical and science-oriented publications; and
- WHEREAS, Periodical and book prices continue to rise at inflation rates higher than the rise in the Consumer Price Index; and
- WHEREAS, The inflation rate for books will have increased 18 percent from 1985/86 to 1988/89; and
- WHEREAS, The inflation rate for periodicals will have increased 30 percent from 1985/86 to 1988/89; and
- WHEREAS, The acquisition budgets for both books and periodicals will have increased only 1.99 percent from 1985/86 to 1988/89; and
- WHEREAS, The resulting loss of purchasing power has seriously reduced the number of new book and periodical titles that can be acquired by the Library; and
- WHEREAS, The continuous depletion of book and periodical buying power will have a direct negative impact on the entire student/faculty body; and
- WHEREAS, Faculty members from all schools within the University have expressed concern about their increasing inability to secure new journals; and
- WHEREAS, The need to retain core periodical and serial subscriptions has substantially reduced the funds available for books; and
- WHEREAS, The diminution of book funds does not allow the Library to adequately maintain current levels of curricular support or sustain new course requirements; therefore, be it
- RESOLVED: That the Academic Senate support restoration of book and periodical inflationary adjustments to the annual Library materials budget formula and send a copy of this resolution to the statewide Academic Senate and the Chancellor's Office.

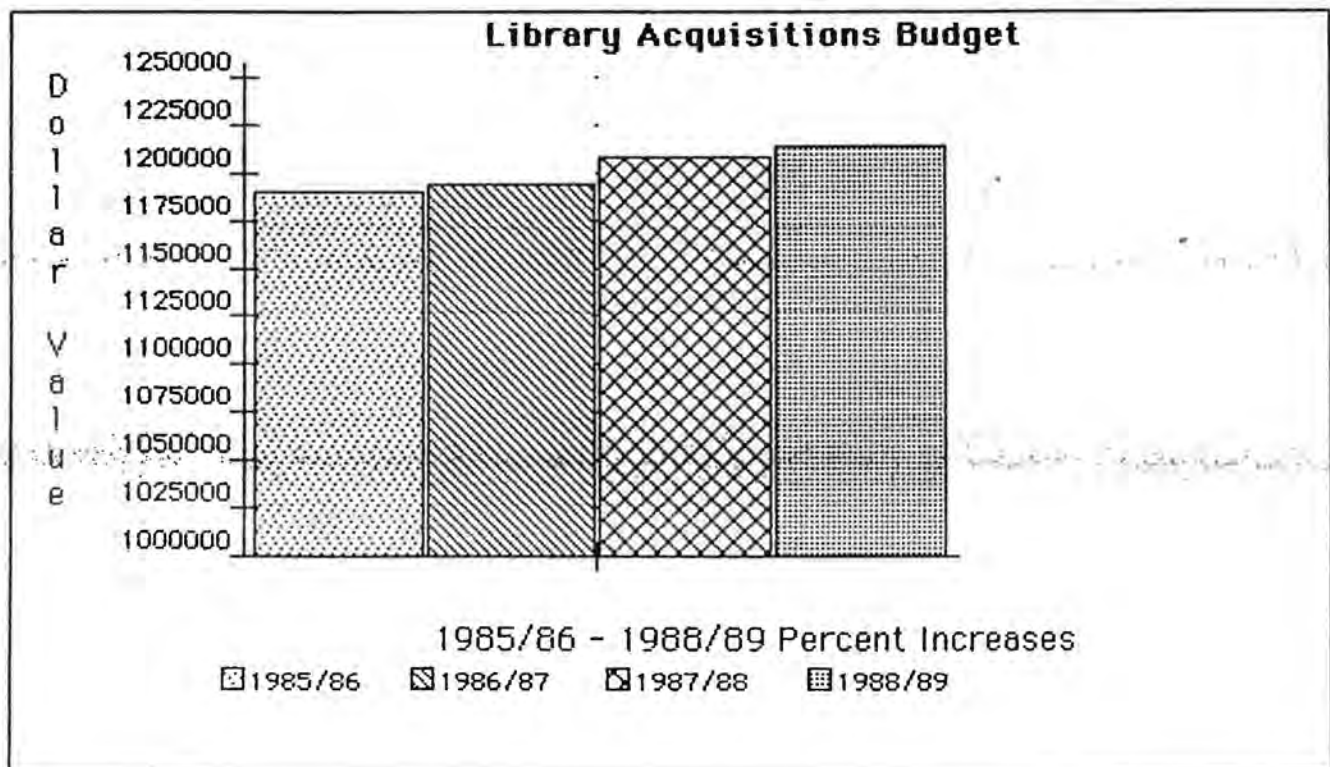
Proposed By:
Library Committee
May 3, 1988

A MATTER OF GRAVE CONCERN

There has not been a time in the recent history of the Library when the budget shortfall has been as critical as it now is. No longer does the Library have the ability to procure books, periodicals, and serials that will adequately support the instructional and research needs of the University community. The acquisition budget has simply not kept pace with inflation. The impact of this is illustrated as follows:

Point 1: Flat Budget

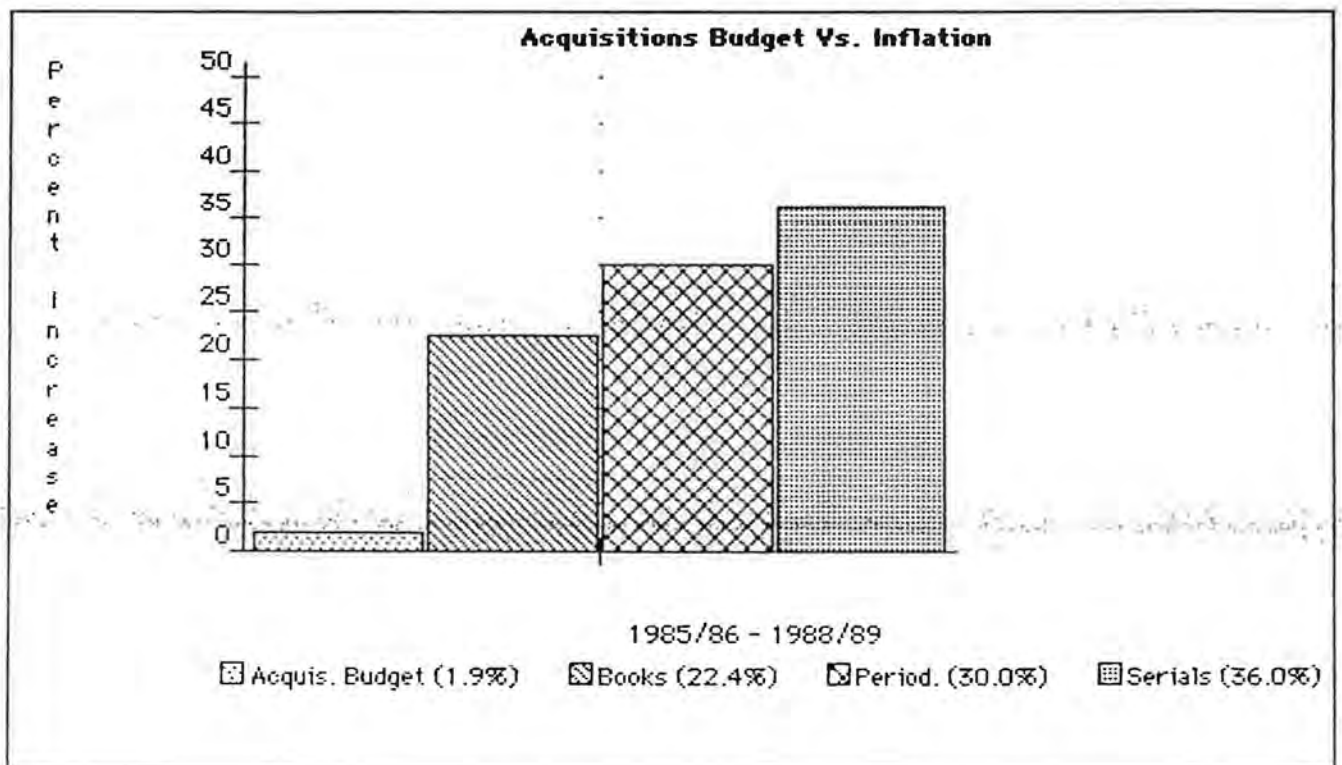
--During the past three years the budget increase has averaged less than 1% per year.



Fiscal Year	Library Acquisitions Budget (In Dollars)	Percent Change
1985/86	1,189,918	
1986/87	1,194,265	0.37
1987/88	1,207,838	1.11
1988/89	1,214,018	0.51

Point 2: Inflation

--While the budget increase has averaged less than 1% per year over the past three years, the inflation rate for books, periodicals, and serials has been substantial.



Point 3: A Dilemma

--This dilemma, i.e. a flat acquisitions budget vs. a precipitous inflation rate of books and periodicals has had and will have a devastating impact.

--If no further cuts are made in either periodicals or serials and if the budget does not receive a substantial augmentation, then the 1988/89 scenario will be:

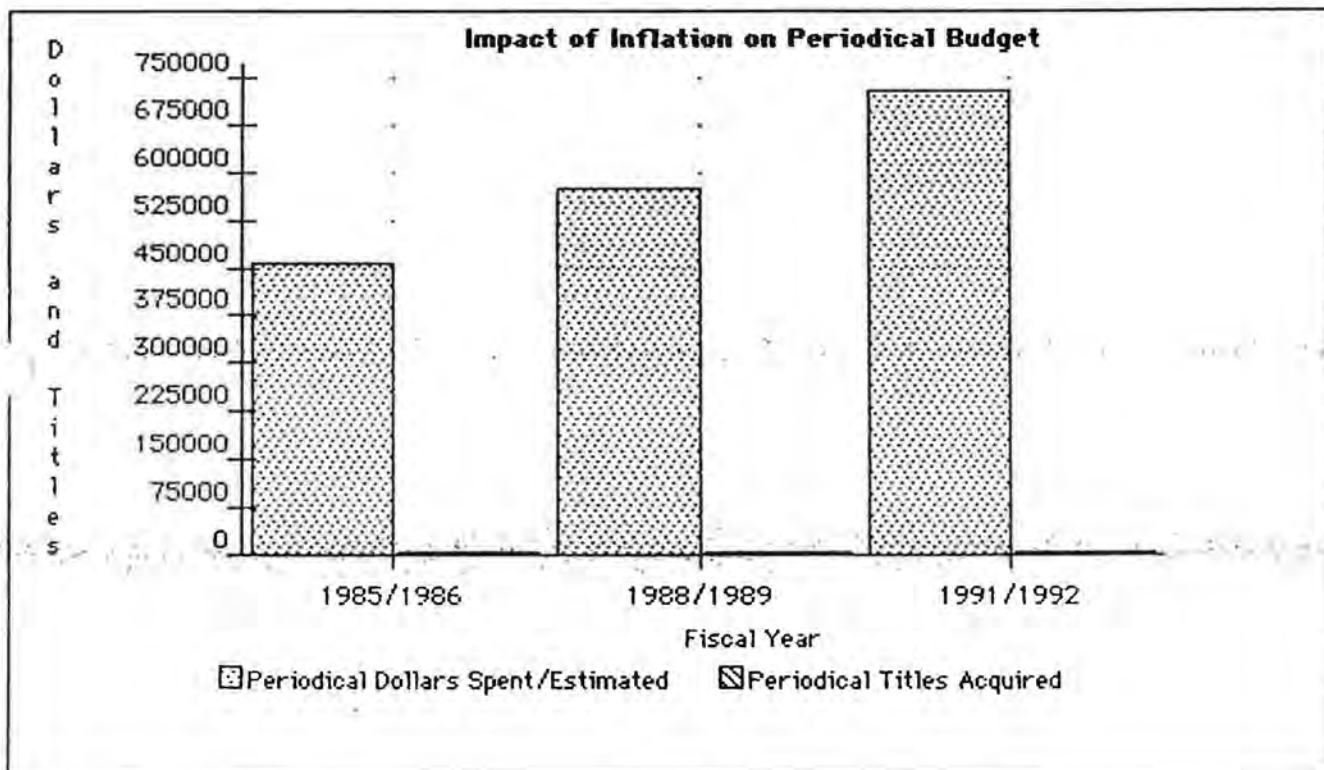
1. \$573,000 will be required to maintain the current periodical subscription base of 3,030 titles compared to the \$459,000 spent for 3,230 titles just three years ago.
2. \$323,400 will be required to maintain the current serials subscription base of 2,180 titles compared to the \$298,000 spent for 2,680 titles just three years ago.
3. Only \$317,000 will be left to purchase only 6,890 volumes as compared to the \$433,000 spent for 11,560 volumes just three years ago.

--Though 200 periodical titles have been cut, remaining periodical costs have absorbed an increasing portion of the budget causing fewer book and serials purchases.

--The Library has received over 230 requests for new periodical subscriptions -- present funding makes it impossible to procure any of these without cuts in the current subscription base.

Point 4: What if ...

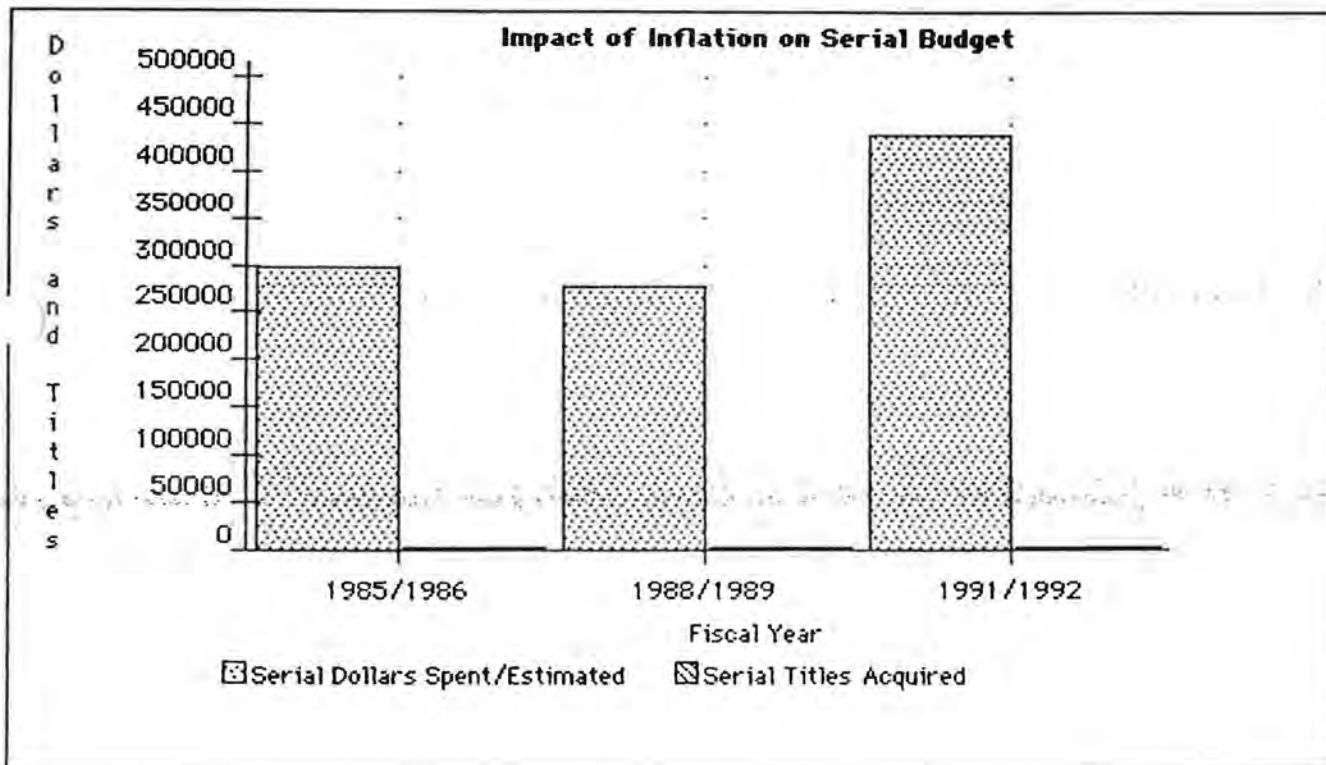
--If the same budget/inflation rate scenario extends into the next three years, the procurement of periodicals will compare as follows:



Fiscal Year	1985/1986	1988/1989	1991/1992
Periodical Dollars Spent/Estimated	459,000	573,000	727,715
Periodical Titles Acquired	3,230	3,030	3,030

Point 4: What if ... (continued)

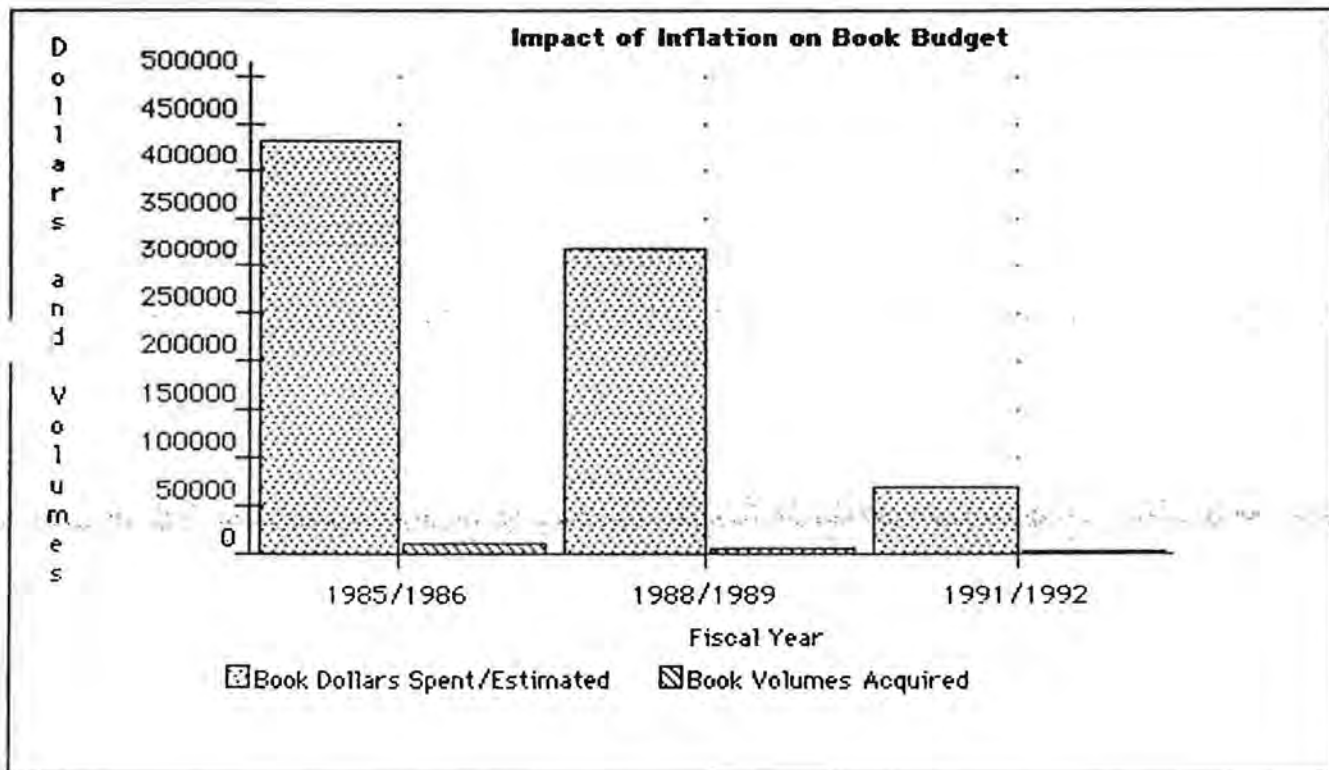
--If the same budget/inflation rate scenario extends into the next three years, the procurement of serials will compare as follows:



Fiscal Year	1985/1986	1988/1989	1991/1992
Serial Dollars Spent/Estimated	298,131	278,000	439,847
Serial Titles Acquired	2,700	2,150	2,150

Point 4: What if ... (continued)

--If the same budget/inflation rate scenario extends into the next three years, the procurement of books will compare as follows:



Fiscal Year	1985/1986	1988/1989	1991/1992
Book Dollars Spent/Estimated	432,790	317,300	70,253
Book Volumes Acquired	11,560	6,890	1,246

Point 5: The Problems of Poly

--Cal Poly's funding problems are disproportionate to those of other academic institutions because of its polytechnic-oriented curriculum. For example:

--The Library's average cost for a subscription is \$168.22 which is 74.6 percent higher than the \$96.36 given as the national average.*

--The average cost per subscription in the science/technology areas is:

- | | | | |
|----------------|---|----------|---------------------------------|
| 1) Biology | - | \$342.75 | (up 55.6% from \$220.22 in '84) |
| 2) Chemistry | - | 812.76 | (up 62.9% from 489.89 in '84) |
| 3) Civil Engr | - | 188.64 | (up 59.8% from 118.05 in '84) |
| 4) Mathematics | - | 335.44 | (up 67.7% from 200.06 in '84) |
| 5) Physics | - | 414.63 | (up 68.5% from 246.04 in '84) |

--Many science/technology journals are only available from foreign publishers. Consequently Cal Poly tends to have a higher proportion of its subscriptions come from abroad (approximately 23%). The dollar decline plus an exceptionally high profit ratio of those publishers has escalated costs of all foreign publications. For example the average cost of foreign periodicals is \$250.30 compared to \$143.96 for domestic publications.

--Cal Poly's relative isolation from other major library collections also exacerbates the problem. A visit to Berkeley, Stanford, UCLA, and USC is not easily accomplished. Furthermore reliance on other CSU libraries via interlibrary loan may prove problematical. It has been estimated that inadequate acquisition budgets within the CSU during the past year resulted in:

--40,000 book volumes not being purchased

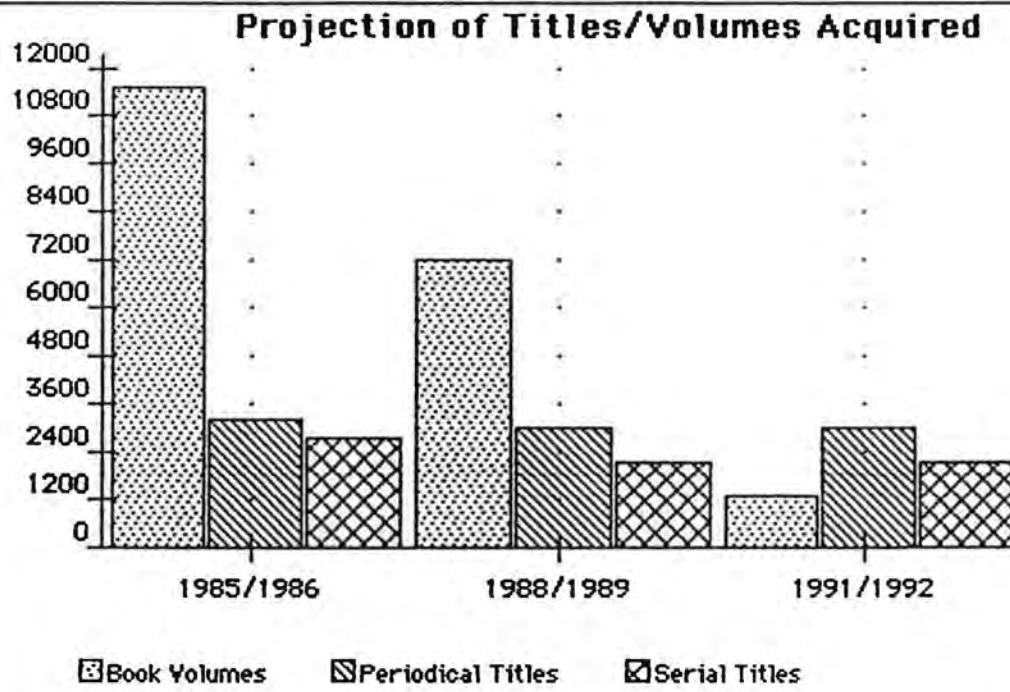
--1,550 periodical titles being cancelled

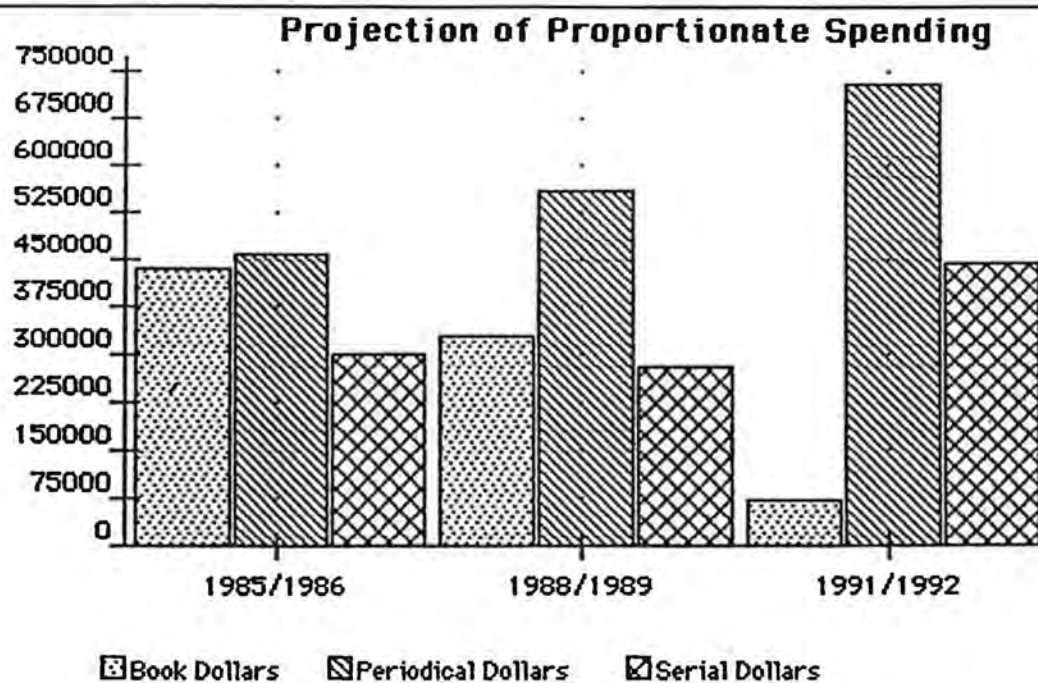
--acquisition of phono discs, music scores, micro forms, micro software, and videos being curtailed.

*Based on Ebsco Subscription base of 2,542 periodicals and data from the Library Materials Price Index Committee of the American Library Association.

Point 6: The Solution

- Obviously an infusion of dollars at least sufficient to keep pace with inflation would retain a status-quo collection.
- Improvement of the dollar value abroad (foreign journals anticipate a 30% inflation rate next year) and curtailment of discriminatory pricing policies.
- Supplementary fund raising via "adopt-a-journal", Library Associates (contributed approximately \$8,000 to Library this past year), and other programs.
- A recognition by budget-making authorities of the critical nature of the problem. (A resolution is being prepared by Cal Poly's Academic Senate and the state-wide Academic Senate.)
- Without the infusion of funds continued entrenchment of periodical and serial titles will be necessary.
- A concerted effort by academic librarians to inform certain publishers that their unreasonable profit ratios and price escalation will precipitate united action that will in the long range erode their profitability.





CHANGES TO THE CHEATING AND PLAGIARISM RESOLUTION IN THE 5/24/88 AGENDA
APPEAR IN CAPITAL LETTERS AND UNDERLINED.

exam without the permission of the instructor; using or displaying notes, "cheat sheets," or other information devices inappropriate to the prescribed test conditions; allowing someone other than the officially enrolled student to represent same.

674.3/2

Policy on Cheating

Cheating requires an "F" course grade and further attendance in the course is prohibited. HOWEVER, IF A STUDENT DENIES CHEATING, S/HE SHALL BE PERMITTED TO REMAIN IN THE CLASS THROUGH THE APPEALS PROCESS. The instructor is obligated to place evidence of the cheating in writing before the Dean of Student Affairs with copies to the department head of the course involved, to the student, and to the department head of the student's major. Physical evidence, circumstantial evidence, and testimony of observation may be included. Said memorandum should notify the student that if he or she denies cheating an appeal is possible through the Fairness Board once the department head of the course of record has been consulted regarding the appeal. Instructors should be confident that cheating has occurred; if there is any doubt, the student should be consulted and/or additional information sought prior to taking action for cheating. Students' rights shall be ensured through attention to due process.

Instructors should be diligent in reducing potential // opportunities for cheating to occur.

In the event that the Dean of Students identifies a student to be guilty of more than one cheating offense, this shall be // considered sufficient cause for the initiation of disciplinary action.

The Dean of Student Affairs shall determine if any disciplinary action is required in addition to the assignment of a failing grade. Disciplinary actions which are possible include, but are not limited to: required special counseling, special paper or research assignments, loss of student teaching or research appointments, loss of membership in organizations, suspension or dismissal from individual programs or from the University. The most severe of these possible actions shall be reserved for grievous cheating offenses or more than one offense by an individual.

674.2/3

Definition of Plagiarism

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own, without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgement of an original author or source must be made through appropriate references; i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of a work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing ~~or/ plagiarizing/ without credit or originality~~ without credit or originality; use of another's project or program or part thereof without giving credit .

674.4

Policy on Plagiarism. Plagiarism may be considered a form of cheating and therefore subject to the same policy ~~described in Section 674.3 above~~ which requires notification of the Dean of Student Affairs and includes possible disciplinary action (See 674.2) . However, as there may be a ~~line~~ line ~~between plagiarism and editorship with/poor attention to format, so the instructor discretion is appropriate~~ technical plagiarism which is the result of poor learning or poor attention to format, and may occur without any intent to deceive, some instructor discretion is appropriate. Under such circumstances, notification of the Dean of Student Affairs is not required . At the event of plagiarism, A n instructor may choose to counsel the student and offer a remedy (within his/HER authority) which is less severe than that required for cheating, providing there was no obvious intent to deceive. However, an instructor may not penalize a student for plagiarism in any way without advising the student that a penalty has been imposed . THE INSTRUCTOR SHOULD further ADVISE that a n appeal is possible through the Fairness Board, once the department head has been consulted regarding the appeal. Instructors should be confident that plagiarism has occurred. If there is any doubt, the student should be consulted and/or additional information sought prior to taking action for plagiarism. Students' rights shall be ensured through attention to due process .

Proposed By:
Student Affairs Committee/
Fairness Board Committee
February 17, 1987
Revised May 3, 1988